

DICKINSON  
COLLEGE

*Bulletin*

1966 / 1967

DICKINSON COLLEGE BULLETIN

Published by DICKINSON COLLEGE,  
Carlisle, Pa. Entered at the Post Office in  
Carlisle, Pennsylvania, as second-class matter  
May 11, 1918, under the Act of August 24,  
1912. Acceptance for mailing at special rate  
of postage provided for in Section 1103, Act of  
October 3, 1917, and authorized August 3,  
1918.

October, 1966

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COLLEGE

*Bulletin*

*One Hundred Ninety-third Edition*  
1773-1966

*ANNUAL CATALOGUE ISSUE*  
1966-1967

*Volume LIX, No. 5*

## September

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# COLLEGE CALENDAR

## FALL SEMESTER 1966-1967

- Freshman Orientation—Saturday, September 10  
Matriculation Service—Sunday, September 11  
Registration for Freshmen—Monday, September 12  
Registration for Upperclasses—Tuesday and Wednesday,  
September 13 and 14  
Opening Convocation—Wednesday, September 14  
Classes Begin—Thursday, September 15  
Founder's Day—Saturday, October 8  
Thanksgiving Recess—Wednesday, November 23, at 12 Noon to Monday,  
November 28, at 8 A.M.  
Christmas Recess—Friday, December 16, at 12 Noon to Tuesday, January 3,  
1967 at 8 A.M.  
Classes Close—Saturday, January 14, at 12 Noon  
Examinations Begin—Monday, January 16  
Fall Semester Ends—Saturday, January 24

## SPRING SEMESTER, 1966-1967

- Spring Semester Opens—Monday, January 30, at 8 A.M.  
Spring Recess—Friday, March 24, at 12 Noon to Monday, April 3, at 8 A.M.  
Classes Close—Saturday, May 20, at 12 Noon  
Examinations Begin—Monday, May 22, at 8 A.M.  
Commencement—Sunday, June 4

## SUMMER SCHOOL 1967

- First Term—June 14 to July 21, 1967  
Second Term—July 23 to September 1, 1967

## FALL SEMESTER 1967-1968

- Freshman Orientation Begins—Saturday, September 16  
Classes Begin—Thursday, September 21  
Christmas Recess—Tuesday, December 19, at 12 Noon to Wednesday,  
January 3, 1968 at 8 A.M.  
Fall Semester Ends—Saturday, January 27

**ACCREDITATION.** The principal educational accrediting agency for the College is the Middle Atlantic States Association of Colleges and Secondary Schools. Other agencies accrediting or recognizing it are the University Senate of the Methodist Church, the Pennsylvania Department of Public Instruction, the University of the State of New York, and The American Chemical Society.

**LOCATION.** Dickinson College is located in the borough of Carlisle, in the county of Cumberland, Pennsylvania. Eighteen miles west of Harrisburg, the capital of the state, Dickinson is situated in the heart of beautiful Cumberland Valley, which served as a route for the 18th century pioneers who sought new homes in the Shenandoah Valley of Virginia and in western Pennsylvania. Carlisle is readily accessible by automobile, via the Pennsylvania Turnpike and U.S. Route #11, as well as by train and air. One of its principal landmarks is the Carlisle Barracks, site of the Army War College and of the former Indian School.

**CONTROL.** A self-perpetuating board of trustees governs the College. By its charter it is an independent institution, but it has long enjoyed a relationship to the Methodist Church. Several annual conferences of that denomination, as well as its Board of Education, make periodic contributions to the College's program.

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# The Aims of Liberal Education

**S**ENECA, the ancient Roman philosopher, said, "There is only one liberal study—that which gives a man his liberty." It has been a conviction of many since the time of Plato that men are truly free—and, hence, truly human—when endowed with a knowledge and understanding of the world in which they live. Such knowledge and understanding has the capacity to loose the fetters of superstition, ignorance, prejudice and fear. However, these qualities are likely to be found among men whose human qualities also include creative and critical intellects. Accordingly, liberal learning has sought to produce disciplined minds capable of logical analysis and fruitful imagination.

The assurance that objective reality exists has always been characteristic of liberal learning. Plato, for example, was certain that the "ideal form" existed for beauty, justice, and all other virtues. Moreover, the Stoics and later Natural Law theorists sought to comprehend the content of the transcendent moral order that lay beyond the grasp of their intellects. And the "truth" of which Jesus speaks—"Ye shall know the truth, and the truth shall make you free"—refers to a reality beyond the comprehension of finite man. Yet with all the changing notions

of reality, scholars—both teachers and students—continue to seek the truth of reality in order that its power might be theirs. For real power is freedom, freedom to accomplish good or ill. As Carlyle put it, “An educated man stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man’s skill has been able to devise from the earliest time.”

ONE final assumption has guided the liberal educational tradition; that is, that insights about the nature of ultimate reality would give man the knowledge requisite to moral sensitivity and responsibility. But, in addition, many have been persuaded that insight derived from religious symbols would effect a commitment of the will which would determine man’s moral decisions. Liberal education, then, is truly “liberating” when the educated man is able, by virtue of the power gained through knowledge, to influence both his environment and the course of history and when, by virtue of a self-conscious philosophic or religious world-view, he uses his power in the service of human community.

The essential aims of liberal education have remained the same into our own time. It is true that as society has evolved and as the quantum of knowledge has expanded and has been refined, much of the content of a liberal education has changed, but the cultivation of both the intellectual and moral virtues remains the fundamental task. Liberal learning seeks to produce men and women, as the poet Milton wrote, “inflamed with the study of learning and the admiration of virtue; stirred up with high hopes of living to be brave men and worthy patriots, dear to God, and famous to all ages.” Dickinson College seeks to continue and strengthen this tradition in the last half of the twentieth century.

# History

**D**ICKINSON College received the fundamental law that governs it, along with authority to grant the usual academic degrees, from the Pennsylvania legislature by act of September 9, 1783. "After a long and bloody contest with a great and powerful kingdom," as the charter says, the legislature found an opportunity to foster higher learning by creating at Carlisle "a college for the education of youth in the learned and foreign languages, the useful arts, sciences and literature." The name Dickinson College was bestowed in honor of John Dickinson, "Penman of the Revolution," then governor. John Dickinson was listed first among the trustees and contributors, and he became first president of the Board.

The founder of the College was Dr. Benjamin Rush, a signer of the Declaration of Independence. As a politician he involved the issue in subtle and devious maneuvering which did little to advance it. But as a man of intense energy and great vision he made his new institution at once a significant part of the first comprehensive scheme for higher education that Pennsylvania developed in a period when colleges were desperately needed. The historic value of Dickinson College as educator of leaders

for the rising nation is undoubted; historians have recognized sixty of its graduates, in the *Dictionary of American Biography*.

Despite the need for colleges, Americans were psychologically unprepared to support them. At first it was assumed that private philanthropy and Presbyterian sponsorship would take care of all needs. Later, the College resorted to state aid and, finally, in 1833, a transition to Methodist sponsorship took place. As soon as the College was chartered, gifts of books, lands, and money were solicited in England and America. Most of the scholarly but rare and ancient books that arrived in the 1780's may be seen in the College Library today. The lands contributed were sold, and the funds were used almost immediately. The trustees tried without success to induce the Continental Congress to give them the Carlisle Barracks property for use as a campus. Meanwhile, professors delivered lectures in the Carlisle Grammar School, a private school established by a proprietary patent in trust in 1773. The professors also undertook to manage the grammar school; accordingly, in 1788 the patentees transferred the schoolhouse to the College, and the College was obliged to administer a preparatory school until 1917.

**A**PPLEALS for state aid increased in frequency. In the 1780's, however, Pennsylvania had little to offer except land. In 1786 the legislature granted £500 and endowed the College with 10,000 acres of the land of the Last Indian Purchase. This act of munificence did the College more harm than good, for lands had to be held to produce an income; meanwhile, taxes imposed on them absorbed much of the College's revenue. Further statutes in favor of the College authorized a lottery to raise \$2,000 in 1789, granted £1,500 in 1791, and added \$5,000 in 1795. An additional £3,000 granted in 1798 enabled the trustees to purchase a seven-acre lot and to begin on it a proper college building. That original lot constitutes the main campus today. Brought close to completion in 1803, the building was destroyed by fire imme-

diately. "Go to the Legislature! 'Strike while the iron is hot,'" wrote Benjamin Rush; the legislature responded by lending \$8,400 on the security of the land endowment. Some years later the state canceled the mortgage, commuted the land grant of 1786 to a lump sum of \$6,000 and bestowed a further \$10,000 on the College. All this money was needed to pay debts and bring to completion the ambitious new building, the oldest now standing on the campus. Designed by Benjamin Henry Latrobe, this structure is regarded as one of America's most pleasing examples of the Georgian style. For a century West College continued to serve as dormitory, classrooms, chapel, offices, and even as a professor's residence; today its use is chiefly administrative.

A college is, of course, a great deal more than endowments and a habitation. Dickinson's history links the world of Joseph Priestley's theoretical element, "phlogiston," with that of space science, the world of the Holy Roman Empire with that of the European Common Market. Changes in curriculum and in student life had to be correspondingly great. Today we take for granted a four-year college course, and students are classified accordingly. Although students began graduating in 1787, until 1796 the length of the course was indefinite. In the latter year the College established a three-year course and classified its students as freshmen, juniors and seniors. Brief deviations to a two-year and even a one-year degree followed, but in 1814 sophomore status was inserted and the four-year scheme was completed. For a full century a rigid curriculum composed of a wide variety of subjects was taught by a very small faculty. Typically, only four or five departments were listed, and each was taught entirely by one man: classical languages, mathematics, English, religion, and natural science. But these categories are misleading. "English" included such topics as geography, political economy, philosophy, and the United States Constitution. Modern languages were introduced about 1812, but until the 1880's they were usually extra electives for which a special fee had to be paid or were allowed as substitutes for advanced Greek. Natural

we the trustees of Dickinson College  
in the state of Pennsylvania having severally  
sworn or affirmed, "that we will be true and  
faithfull to the Commonwealth of Pennsylvania.  
And that we will not directly or indirectly  
do any act or thing prejudicial or injurious to the  
Constitution or Government thereof as established by  
the Convention" And "that the state of Pennsylvania is,  
and of right ought to be a free sovereign and independent  
State - and that we do for ever renounce and refuse  
all allegiance, Subjection and obedience to the King  
or Crown of Great Britain - and that we never have  
since the Declaration of Independence directly or  
indirectly aided assisted abetted or in any wise coun-  
tenanced the King of Great Britain, his Generals, Fleet  
or Armies or their adherents in their claims upon

The oath of the first  
Trustees, 1783-1784.

these United States, and that we have ever  
since the Declaration of the Independence  
thereof demeaned ourselves as faithful Citizens and  
Subjects of this or some one of the United States -  
and that we will at all times maintain and  
support the freedom and sovereignty and Independ-  
ence thereof". As agreeably to the Direction of the  
Act of the General Assembly of the Common-  
wealth of Pennsylvania entitled "An act for the  
Establishment of a College at the Borough of  
Carlisle, in the County of Cumberland, in the  
State of Pennsylvania" herunto respectively sub-  
scribe our Names -

Wm Dickinson  
Henry Hill  
Benj Rush  
James Ewing  
Thos M Denton  
Mich Mahon

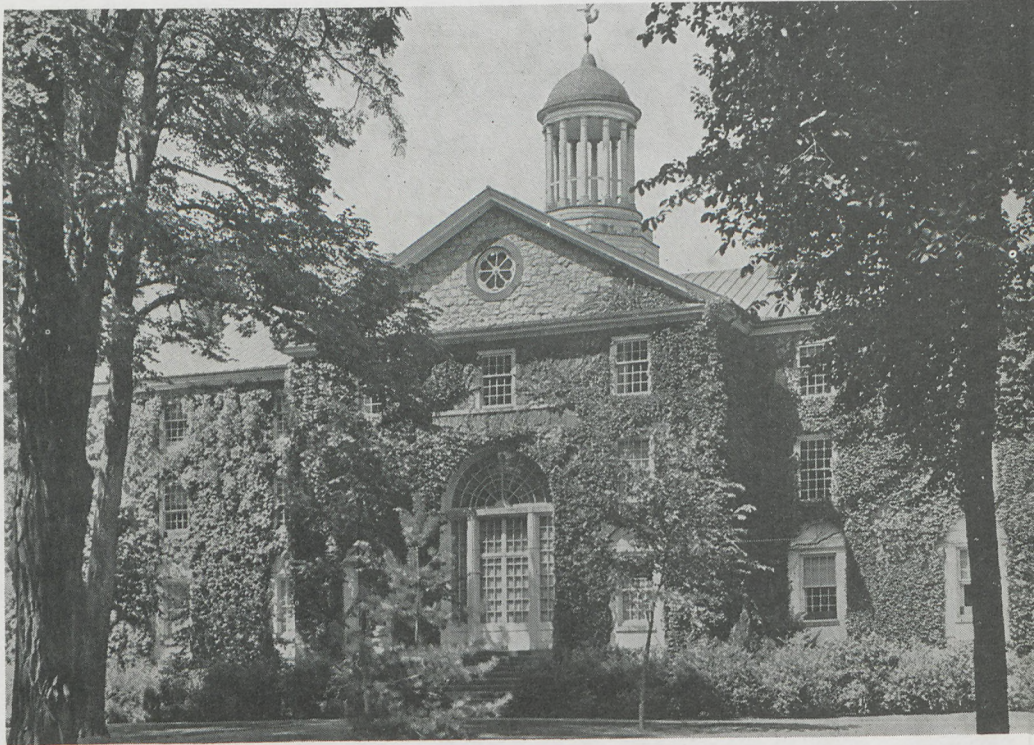
science remained mainly an aspiration until about 1812 when a powerful stimulus put scientific studies on a permanent basis. In that year, by an amazing stroke of luck, the College acquired the scientific apparatus that had belonged to Joseph Priestley, one of the outstanding scholars of the Enlightenment and the first man to isolate and study oxygen. Priestley's instruments have been kept in good order, and in 1965 his descendant, Mrs. Temple Fay, gave the College an heirloom collection of books, papers, portraits and other mementos.

WHILE campus organizations are more numerous today, student life was organized more tightly before 1850. The number of students was always small; as late as 1930 there were only about 300, as against 1,400 today. Their first organizations were the Belles-Lettres Literary Society, founded in 1786, and the Union Philosophical Society, which dates from 1789. These were literary and debating societies and fraternities, and they profoundly affected their members. Despite their tradition of intense rivalry they jointly founded *The Dickinsonian* in 1872 and jointly conducted it for many years. These societies still exist, but they abandoned the ancient competition when World War II broke old patterns. Belles-Lettres became strictly literary, and Union Philosophical took politics as its field. A long decline in the loyalty to the old societies began with the advent of national fraternities in the 1850's. The new fraternities were forbidden by the faculty, but they long existed on the campus secretly. They became residential about 1899.

A greater revolution than fraternities was coeducation which came in 1884. After eight years' consideration the faculty agreed to admit a few young women, "protected in their education from all that might be indelicate." Another important innovation of 1884 was the rise of organized athletics and the erection of a college gymnasium. Phi Beta Kappa—Pennsylvania's oldest chapter—was introduced as a scholastic honor in 1886. A general

student government has been continuous since 1908. Curiously enough, the students drew up their constitution and elected their first senate because the faculty required it of them to check the dangerous rivalries of campus organizations and the hazing of freshmen. For some years election as a senator was regarded as a chore rather than as an honor.

The gray-walled campus always has served as a park and a playing field, its history punctuated by major fires, by the bivouac of a Confederate army in 1863, by drilling troops in 1917 and again in 1942. For a time professors and even students cultivated cabbages and onions there. Today classes are often held there in spring and summer weather, and there also the Commencement ceremonies have taken place, in front of "the old stone steps" of "Old West."





# Admissions

The Committee on Admissions assumes that each applicant is academically and intellectually capable. However, admission to Dickinson is competitive and careful attention is paid to the strength of scholastic preparation and the results of the required examinations. Outstanding scholastic achievement and ability are important but not decisive. The committee is interested not only in the intellectually superior student but also in those who have made a positive contribution to their school and community.

## ADMISSIONS PROCEDURES

The admissions application and secondary school transcript form may be obtained from the Office of Admissions. A fee of \$10 is required and this fee is neither refundable nor credited to any account. Regular decision candidates should apply prior to February 15 of their senior year; early decision candidates prior to December 1.

An applicant should make arrangements for a visit to the college and an interview with a member of the admissions staff.

The Admissions Office is open for interviews from 9:30 to 11:30 A.M. Monday, Friday, and Saturday, and 2 to 4 P.M., Monday and Friday. During the summer months through Labor Day the Admissions Office (and all administrative offices) are closed on Saturdays. Appointments in advance of the interview are appreciated.

It is recommended that an applicant submit an autobiography in which he evaluates his strengths and weaknesses.

### ADMISSIONS REQUIREMENTS

THE MINIMUM REQUIREMENT FOR ENTRANCE TO DICKINSON COLLEGE is the satisfactory completion of a secondary school program of at least fifteen units, including four units of English, two units of one foreign language, and two units of college preparatory mathematics. Of the remaining seven units, six are to be from academic courses.

However, experience indicates it is unusual for a student to apply for admission fulfilling only the minimal requirements. Indeed, those applicants whose preparation has included advanced programs of study in all areas are most successful in their quest for admission.

THE TESTS OF THE COLLEGE ENTRANCE EXAMINATION BOARD: The Scholastic Aptitude Test is required of all applicants. Although the results of this test taken in the junior year may be submitted for Early Decision, it is required that all admissions candidates take the Scholastic Aptitude Test again in their senior year, preferably in December, and certainly no later than January.

The Achievement Tests are necessary for placement purposes. The English Achievement Test is required of all applicants. If the continued study of a foreign language (classical or modern) is desired, an achievement test in that language is also required. A student who fails to place in at least the 102 level of a language which he pursued in high school may take the 101 course—but with no credit. Mathematics Achievement Tests are re-

quired of all students who wish to continue the study of mathematics in college.

Application and schedules for these examinations may be obtained by writing to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey.

Unusual cases involving divergence from these requirements will be considered on an individual basis by the Committee on Admissions. Students from other countries should submit requests as early as possible in order that they may be furnished a copy of the special instructions pertinent to them.

**PARTICIPATION IN ADVANCED PLACEMENT PROGRAM:** A student who achieves a grade of four or five on a College Entrance Examination Board Advanced Placement Test will receive credit for college work in the appropriate course.

A student who achieves a grade of three on a College Entrance Examination Board Advanced Placement Test will receive credit for college work in the appropriate course dependent upon departmental evaluation and recommendation.

Subject matter areas for which no Advanced Placement Examinations exist, and which have been taken at an advanced level, upon petition may be evaluated by the relevant department for advanced status.

Credit granted in accordance with the above statements of policy will satisfy the corresponding graduation or distribution requirements. In addition, such course credit will satisfy the prerequisites requirement in that department for advanced work.

#### EARLY DECISION

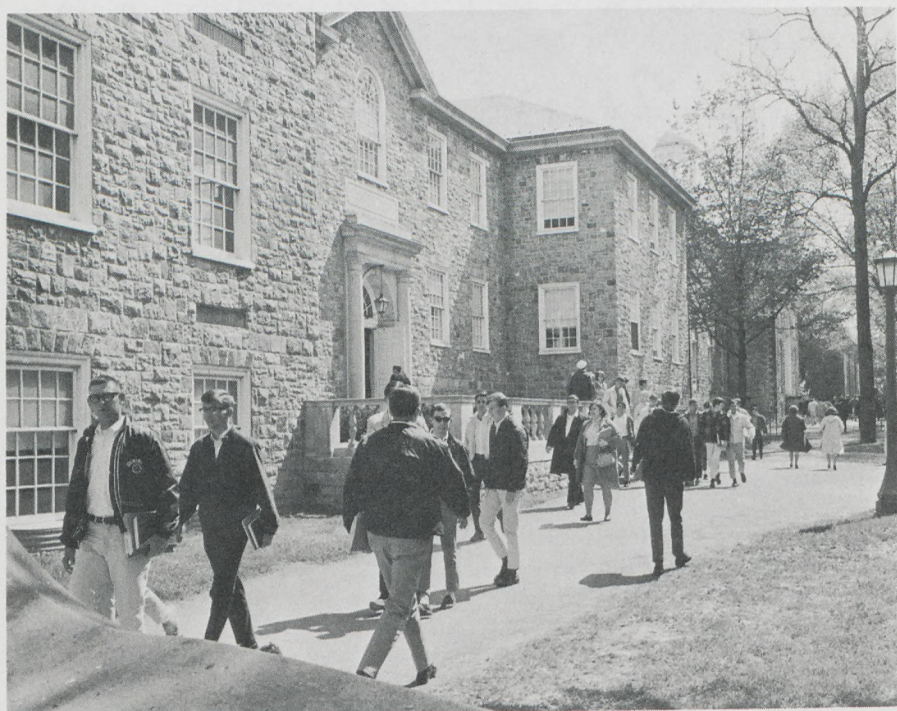
The qualified candidate for whom Dickinson is clearly the first choice may apply for Early Decision. Such students must apply prior to December 1 of the senior year and should schedule interviews before that date. The results of the Scholastic Aptitude Test taken in the junior year may be submitted for Early Decision but all candidates are still required to take this test in December or January of the senior year. The Early Decision candidate is notified prior to January 1.

## TRANSFER STUDENTS

Dickinson College accepts a few transfer students. It is assumed that an applicant is in good academic standing at the institution last attended, and he must present official transcripts for both college and secondary school work.

The minimum requirement for a degree from Dickinson College is the satisfactory completion of four semesters, two of which must be those of the senior year. Distribution requirements and requirements in the major field of study must be satisfied by transfer credit or credit at the college before a degree can be granted. Credits presented for transfer are evaluated by the Committee on Admissions.

Application should be made prior to April 15 for the fall semester and prior to December 15 for the spring semester, and



an appointment should be made for a personal interview. Transfer students (except junior college graduates) are not eligible for financial aid during their first year.

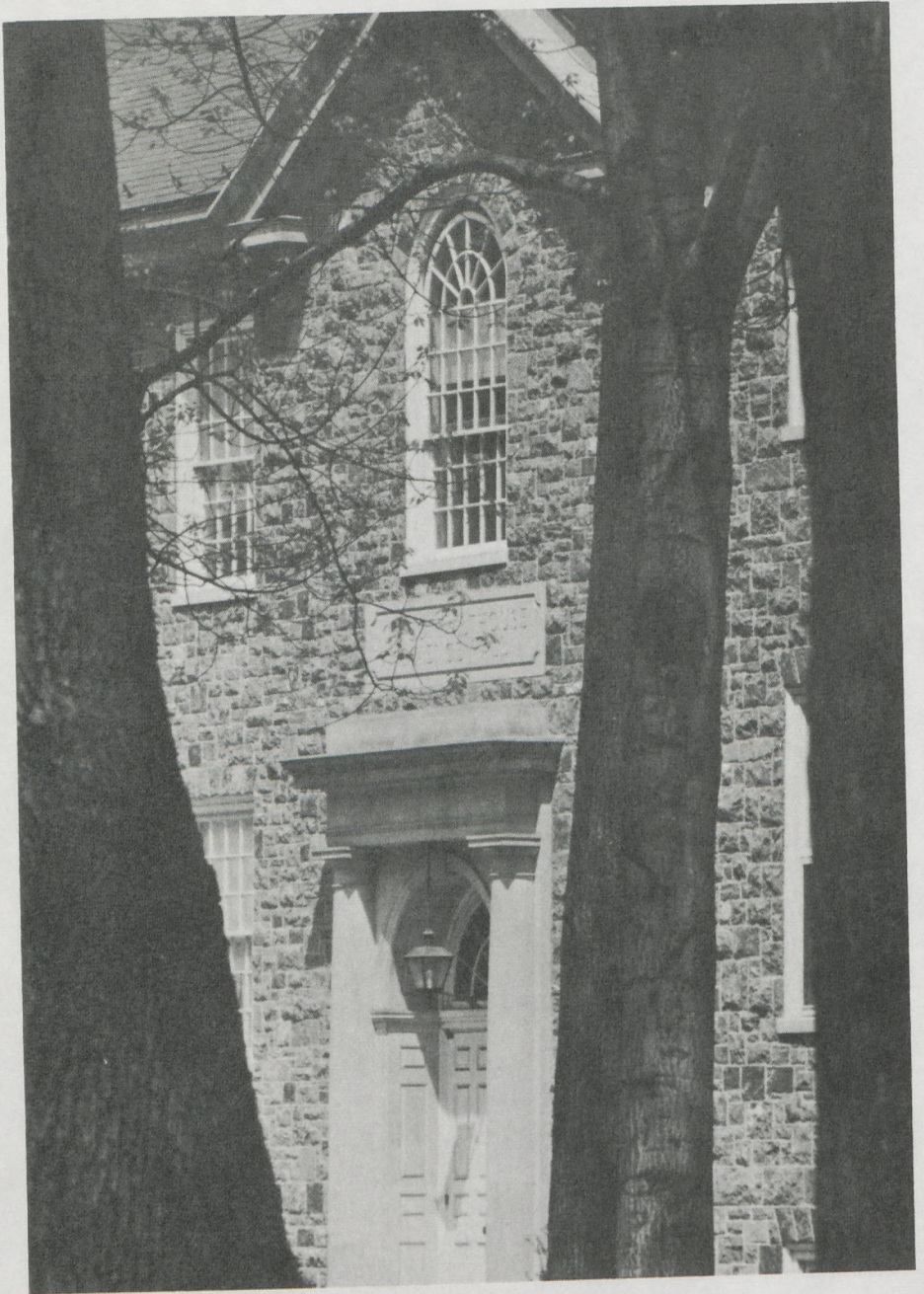
### READMISSION

Any formerly matriculated student who wishes to re-enroll must file an application for readmission. Such applications should be filed with the Dean of Admission prior to April 15 for the fall semester, and prior to December 15 for the spring semester. A student who was required to withdraw should consult page 52.

### FINANCIAL AID

A student at Dickinson pays only a portion of his educational cost. The remainder is realized from the generosity of the participants in the Annual Giving program as well as the income from designated endowment funds. No student is denied admission because of financial need. If he is accepted for admission and has financial need, the Committee on Student Aid will, in so far as possible, assure that the need will be met and will continue so long as he is in good academic standing. The type of aid will vary annually but generally it is a combination of Grant-in-Aid, National Defense Student Loan, and college employment.

A student desiring financial assistance must file the Parents' Confidential Statement that may be obtained from his secondary school or by writing to the College Scholarship Service, P. O. Box 592, Princeton, New Jersey. Early Decision applicants must submit the Parents' Confidential Statement to the College Scholarship Service no later than November 15 of the senior year. Regular Decision applicants must file their statements prior to February 1. A financial aid applicant may expect a one to two-week delay regarding his financial aid award from the time he has been accepted, since the two procedures are separate.



# The Educational Program of the College

## LIBERAL EDUCATION AND A CAREER

The precise relation between liberal arts education and specific careers defies definition because such an education is intended principally to educate the whole person rather than to prepare persons for jobs. Dickinson's philosophy of liberal education is set forth in the first pages of this catalogue, but it is worth noting that its concern for both breadth and depth in study should provide a solid basis for any one of several careers. A highly cultivated mind is the most valued asset for any career; accordingly, Dickinson's academic program is designed to achieve this end. Following are several careers for which Dickinson's program is particularly equipped.

**COLLEGE TEACHING AND RESEARCH.** Many Dickinson students will wish to pursue their undergraduate major programs toward the Master of Arts or Doctor of Philosophy degrees, the latter being the highest earned degree a university can confer. Such advanced graduate work in a specific discipline is a prerequisite for college and university teaching, research, and, increasingly, secondary school teaching. Moreover, many careers in industry and government require it. Students interested in graduate

study are advised to select their major field of study as early as possible in order to insure that graduate school admission requirements are met. It is recommended strongly that two languages, French and German preferably, be mastered since these are frequently indispensable tools of research. The Graduate Record Examination should be taken in the spring of the junior year and again in the fall of the senior year.

**MEDICAL SCIENCES.** A student at Dickinson prepares himself broadly in the arts and humanities while acquiring the basic science background essential to the study of medicine, dentistry, and allied fields. He usually majors in biology or chemistry and takes additional courses outside of the major according to his interests. Admission to professional schools is generally based on a student's college record, the recommendations of faculty members, scores attained on an aptitude test, and interviews by an admissions representative. Those students desiring to enter the medical professions are advised to elect either Chemistry or Biology in their first year and to register with the Pre-medical Adviser before their sophomore year.

**SCIENCES AND MATHEMATICS.** Very few prospective students of science and mathematics realize the advantages of preparing themselves at a small liberal arts institution the size and quality of Dickinson. The upper level courses, unlike those in larger universities, are small and select, giving the student the advantage of individual, critical attention. The Science Laboratories are sufficiently extensive to provide advanced students with individual research facilities. A significant feature of scientific study at Dickinson is research apprenticeship, involving students in active cooperative efforts with an experienced science faculty. This tutorial approach allows maximum flexibility in the designing of a student's program to match his individual capabilities and interests. The graduates of this program at Dickinson are distinguished by a sophistication and a competence that is acquired through the tutorial experience. It is this



distinction that they carry with them into advanced studies and professional careers in technical fields.

**LAW.** Many students select courses with the intention of studying law after graduation. A broad, general background is preferred with concentration in any field that is tangent to an understanding of those social, governmental, and cultural areas from which law proceeds. While undergraduates may arrange for an upperclass combined program in cooperation with the Dickinson School of Law, most students find the necessity for a more liberal choice of study more pressing. A pre-legal counselor advises students in course selection in preparation for law school aptitude tests taken in the senior year and with their applications to law schools.

**MINISTRY.** Professional training for the ministry is based upon a broad and comprehensive college education in the liberal arts. No specific major or course of study is required; concentration in any of the disciplines of the humanities and the social sciences is usual. Any student considering a specialized ministry, e.g., institutional chaplaincy, church social work, religion journalism, teaching, will want to select a major that best prepares him for further study in his chosen field. Students interested in the ministry and related vocations should consult with their prospective graduate schools, with the college chaplain, and with the adviser to pre-theological students when they are planning their program of study.

**SECONDARY SCHOOL TEACHING.** Dickinson College's teacher education program prepares for initial certification in academic subjects at junior and senior high levels. Successful completion of the program enables the student to satisfy teacher certification requirements in many states. Adequate professional preparation is sought but the main emphasis is on the enrichment experience of a liberal arts education. The student preparing to teach completes his major in another Department of the College. The

College Placement Office, working with the Director of Student Teaching and Teacher Placement, assists Alumni and Seniors in securing teaching positions.

**BUSINESS AND FINANCE.** According to many business and financial leaders, the ideal education for business leadership is a combination of an undergraduate liberal arts education and graduate business-school work of high quality. Increasingly, the problems with which businessmen must deal require a broad knowledge of the humanities, social sciences, and the arts. Students contemplating such careers are advised to consult the Adviser for Graduate Study in Business Administration.

### SPECIAL PROGRAMS OF STUDY

The College offers a number of special programs of study which enrich the regular offerings of the several major departments



Dickinson students in Bologna square

and the normal curriculum. Dickinson believes that interdisciplinary programs, independent study, off-campus study, and other variations on the normal, on-campus, four-year, in-course degree program are important ingredients for heightened intellectual motivation.

CENTER FOR INTERNATIONAL STUDIES AT BOLOGNA. Students interested in the study of international affairs and of European political and economic institutions may apply for admission to the College's program in Bologna, Italy, during the junior year. Each year twenty students are selected for study at the Dickinson Center, which is affiliated with The Johns Hopkins University Graduate Center, under the supervision of a member of the political science faculty. One year of study of the Italian language is normally a prerequisite for acceptance. The program of study includes regular courses, independent study, and participation in the Johns Hopkins lecture series and EEC-NATO tour. Costs are no higher than for the student in residence in Carlisle. Interested students should consult with the resident coordinator in the political science department.

STUDY ABROAD. Other programs of study abroad are available through other colleges and universities. Students desiring to take a year's work abroad may be granted credit for this work provided the Dean of the College approves it *in advance* and the student presents a satisfactory certificate of accomplishment. This plan is available only to the student who enters the College not later than the beginning of his sophomore year.

RUSSIAN AND EAST EUROPEAN AREA STUDY. The departments of economics, history, modern languages, political science, and sociology-anthropology have cooperated to establish an interdisciplinary major in Russian and East European Area studies. A major in the area requires up to eight semesters of Russian language, two semesters of Russian history, two of three designated courses in the departments of economics, political science, and sociology, and a one-semester interdisciplinary seminar in

the senior year. Since the program has a number of prerequisites, it is imperative that prospective majors plan their programs carefully from the beginning by consultation with the faculty coordinator of the program. See page 116.

**AMERICAN STUDIES.** An integrated major program of study in American culture is supported by six departments of the College—economics, English, fine arts, history, philosophy and religion, and political science. Blending the resources of these departments, the American Studies Program illuminates the American Heritage, its history and ideals, political, social, cultural, and economic institutions, folkways and art, natural setting, intellectual life, and contemporary problems. The program assures an organized, coherent approach to American materials; its purpose is to investigate the interrelationship of influences shaping American civilization and to appraise America's growing impact upon the rest of the world. See page 56.

**THE WASHINGTON SEMESTER.** In cooperation with The American University and an allied group of colleges and universities, this College offers four high-ranking juniors the opportunity to study during the spring semester at The American University, Washington, D. C. These students should preferably be majors in economics, history, political science, or sociology and are required to have taken Political Science 211 (American Government). Application must be made in October to the coordinator of the Washington Semester program.

**COLLEGE-LAW SCHOOL PROGRAM.** A student at Dickinson College planning a law career has distinct advantages. The location of the Dickinson School of Law (a separate institution) contiguous to the college campus has made possible the development of a combined college-law program which has the approval of the State Board of Law Examiners of Pennsylvania.

Under this program a student, if accepted by the School of Law, may register for six semester hours (one and one-half

courses) of law in his Junior year; and (1) if his cumulative college average at the end of his Junior year is between 2.25 and 2.75, and (2) if his grades in all his law courses are 60% or better, he may elect 18 hours (two courses per semester) of law courses in his Senior year. If his average in his college courses in the Junior year is 2.75 or better, if his grades in all law courses are 60% or better, and if he performs satisfactorily on the Law Aptitude Test, he may elect from 18 to 24 hours (3 courses per semester) of law courses in the Senior year, thus making possible the completion of a full year of law by the time he meets the requirements for graduation from the College. A student who elects no law courses in the Junior year may take as many as six hours (one and one-half courses) of law in his Senior year. In no instance may the total number of class hours carried simultaneously in the College and Law School exceed 18 hours (four and one-half courses) per week.

The combined plan is available only to the student who enters College not later than the beginning of the Sophomore year. If he elects the combined plan, he must register his intention with his department Adviser and secure permission of the Dean of the College and the Dean of the Law School. The student taking the combined program is advised to elect English 225 and must complete the college requirements of distribution and concentration.

An extra charge, payable to the Treasurer of the College, is made if the student elects courses in the Law School to count toward his college degree.

PROGRAMS FOR ENGINEERING STUDENTS. Dickinson College furnishes a program for engineering students that combines advantages of the smaller liberal arts college with training to be secured at a large urban engineering school. By arrangement with the University of Pennsylvania Engineering Schools, Rensselaer Polytechnic Institute, and the Case Institute of Technology, the College offers a five-year course. The first three years are spent at Dickinson, the final two at the engineering school selected. The combined plan recognizes the defects in-

herent in specialization in the engineering schools, and provides for the Dickinson student a generous background in pure science, in the humanities, and in the social sciences. Thus in five years the engineering student may secure a degree in liberal arts from Dickinson College and one in engineering from the engineering school which he attends.

The combined plan is available only to the student who enters the College not later than the beginning of his Sophomore year. Candidates for an engineering program should inform the Dean of Admission of Dickinson College that they wish to apply for this program so they may be assigned to the Engineering Student Adviser. The student in his Freshman year should take Physics 131, 132 and Mathematics 131, 132. Students interested in this program should request from the Dickinson Admissions Office a special booklet which describes the "Three-Two Engineering Plan" in greater detail and gives suggested course schedules.

**THREE-YEAR DEGREE PROGRAM.** Students desiring to accelerate their degree programs may do so by enrollment in the summer session of the College. A carefully planned degree program, particularly in the first two years, may be completed in three regular academic years (six semesters) and two full summer sessions. Some will find it wise to begin the summer before the Freshman year in order to have a summer free in between the second and third years. One of the advantages of the accelerated degree program is the substantial saving in time, as well as cost, to the student.

**SUMMER SCHOOL.** A representative selection of Dickinson's courses is offered during the two summer sessions. Regularly enrolled Dickinson students may attend these sessions for enrichment or to accelerate their academic progress. Students from other colleges seeking transfer credits are welcomed. Qualified high school students may enroll in regularly scheduled summer classes. Entering freshmen are encouraged to attend one session of Summer School. The separate Summer School *Bulletin* may be secured from the Director of Summer School.

A selected group of entering freshmen is invited to participate in the Dickinson Colloquium, which is held during the latter session. A brochure describing this unique educational program is available from the Director of Summer School.

**COLLEGE LECTURE SERIES.** Each semester during the academic year the College sponsors a series of lectures designed to introduce the student body to a particular area of the world. Outstanding authorities discuss such subjects as the national character, artistic and literary contributions, political, social and economic institutions, etc. The visiting lecturers spend several days at the College in order to discuss various aspects of their subject.

**ARMY R.O.T.C. PROGRAM.** In 1952 the Department of the Army approved the establishment of a General Military Science unit of the Army Reserve Officers' Training Corps at the College. Approximately one-third of all physically qualified incoming male students of the College are trained in military fundamentals and leadership. In 1965 the College entered into an agreement with the Department of the Army establishing a combined four-year and two-year program. The basic program is four years, but junior college transfer students and other persons in exceptional circumstances can attend the basic summer camp and enroll in the Advanced Course in the beginning of the Junior year. Graduates who have completed their R.O.T.C. requirements are commissioned 2nd Lieutenants in either the Reserves or, if they are qualified and request it, in the Regular Army.

Participation in the R.O.T.C. at Dickinson is voluntary. Once accepted into the program, however, students normally are required to complete the two-year Basic Course (freshman and sophomore). If they apply to continue and are accepted into the Advanced Course, they are required to complete the two upper-division years (junior and senior) leading to a commission.

Prospective members of the R.O.T.C. should be cognizant of the demands of the program, particularly in light of the College's new curriculum. Of the thirty-six courses required for gradua-





tion, five must be committed to Military Science, one in each of the first three years and two in the final years.

Under the terms of Public Law 88-647 a limited number of students in the four-year program may be awarded scholarships which provide retainer pay of \$50 per month during the period of enrollment and the payment of tuition, fees, and book costs. Recipients of such scholarships must agree to accept a commission if offered and to serve on active duty for four or more years. Non-scholarship students in the Advanced Course receive retainer pay of \$40 per month for the period of enrollment.

Students accepted in the Corps are, upon signing a draft-deferment agreement, deferred from active military service upon the provisions of the Selective Service Act of 1948 for the duration of their enrollment in the R.O.T.C. program.

## INDEPENDENT STUDIES AND DEPARTMENTAL HONORS

Dickinson recognizes the wide variation of interests, motivation, and abilities in its student body and believes that its academic program must provide options which meet these diverse needs. Accordingly, it encourages students with the requisite ability and motivation to undertake self-directed programs of study under the guidance of faculty members. The following options comprise the overall program of independent studies and research, although the precise options available in each department will vary somewhat.

**INTEGRATED INDEPENDENT STUDY.** A one- or two-year program in any approved combination of integrated independent studies. The program, as developed by the student in consultation with the department or departments concerned, shall be presented to the Committee on Academic Policy, Program, and Practice for their comment and review.

**INDEPENDENT STUDY.** Sophomores, juniors and seniors of requisite ability may enroll for a maximum of two (one in the case of sophomores) courses per semester in independent studies. Special problems courses where offered and elected shall count as course elections in independent studies.

**INDEPENDENT RESEARCH.** In addition seniors who have averaged at least 3.25 in their field of concentration and at least 2.50 cumulative at the middle, or at the end, of their junior year are eligible to apply for a two-to four-course program in independent research designed to give the student an opportunity for a self-directed experience, an introduction into research, and practice in reporting the results of his investigation. An essential element of the work is a written report, giving the results of the student's investigations, due one (1) month prior to the student's graduation.

**CANDIDACY FOR DEPARTMENTAL HONORS.** Students participating in either the integrated independent studies or in the independent research program as described above shall be considered for Departmental Honors. In evaluating each candidate, the department may—but is not required to—conduct departmental (or interdepartmental) comprehensive examinations or examinations based upon the research topic. Certification of a candidate for a grade of A and graduation with Departmental Honors shall be made on motion of the department. If a student's work in one of these two courses fails to meet the standards for graduation with honors he shall receive a letter grade of B or below consistent with the quality of his work.

**COURSE-RELATED STUDY.** Independent work of high quality done in conjunction with a regular course may be recognized by a letter of evaluation prepared by the instructor and incorporated in the student's permanent record.

FRESHMAN INDEPENDENT STUDY. Freshmen who, on the basis of advanced placement, have qualified for credit in an introductory course (except English 101, foreign-language courses below 230, and such other courses as may be designated by the departments) and desire to work more extensively at the survey or principles level of a discipline may enroll for a tutorially directed course or half-course in independent study within the same body of knowledge.

CREDIT BY EXAMINATION. Under certain conditions a matriculated student may register for special examination in a course offered at Dickinson whose material has been studied independently of regular class enrollment. However, credit by examination is restricted to students who have had a 2.0 average in each of the preceding two terms. An approved application for credit by examination (as defined below) must be submitted to the Registrar not less than two weeks prior to the date of examination. The grades to be used are "Satisfactory" and "Unsatisfactory"; only "C" or higher is to be reported as "Satisfactory." The grade thus earned becomes part of the student's permanent record but will not carry with it quality points nor will it be counted in the student's cumulative average. Students may not apply for credit by examination to remove a failing grade or raise a passing grade in any course in which they have been previously enrolled. Moreover, a student having been reported as "Unsatisfactory" on the first attempt may not seek a second time to obtain credit by examination for the same course.

Application forms may be obtained in the Registrar's Office. They require approval of the faculty adviser and the department offering the course, as well as the Committee on Academic Standards. A fee of fifteen dollars (\$15.00) will be due after such approvals are obtained.

Normally a student will be expected to plan his preparation with the department that will examine him, but in any case all responsibility for adequate preparation rests with the student. Normally, also, the examination will not be administered to a

student while he is taking courses in summer school or between October 15 and the following Commencement. The purpose of this restriction is to protect his standing in his other course work.

### LECTURESHIPS

The following lectureships are endowed or otherwise provided for:

**THE JAMES HENRY MORGAN LECTURES.** This lectureship "in the Classics and in College Teaching" is endowed by funds set aside in 1936 by the Board of Trustees in grateful appreciation of the distinguished services of the late James Henry Morgan of the Class of 1878: Professor of Greek, 1884-1914; Dean, 1903-14; President, 1914-28, 1931-32, 1933-34.

**THE BOYD LEE SPAHR LECTURES IN AMERICANA.** This lectureship was established in 1947 "in recognition of the importance of Dickinson College and its graduates in the large history of American Culture," and was named in honor of Boyd Lee Spahr, A.M., LL.D., D.C.L., of the Class of 1900, in grateful appreciation of his continuous interest in the Dickinson College Library and of his numerous contributions to historical collections.

**THE GLOVER MEMORIAL LECTURES.** This lectureship "in Science" was established in 1958 in memory of John Glover of New Castle on Tyne, England, the inventor of the "Glover Tower," and in memory of his son and grandson, Henry and Lester Glover, by the late Dr. John D. Yeagley and by Mrs. Yeagley of York, Pennsylvania.

**THE DICKINSON COLLEGE ARTS AWARD.** Established by faculty members to recognize high achievement in the arts, the award is in the form of a Wedgwood ceramic medallion and the sum of one thousand dollars. Trustees of the College support the purpose of the Award by personally endowing the annual fund. Since its establishment in 1959 the Award has been

presented to: Robert Lee Frost, 1958-59; Eero Sarrinen, 1959-60; Dame Judith Anderson, 1960-61; Leonard Baskin, 1963-64; Walter Piston, 1965-66.

**THE PRIESTLEY AWARD.** Given each spring during the Joseph Priestley Celebration, the Award goes to a distinguished scientist for his contributions to the welfare of mankind. A Priestley Medallion, prepared of ceramic struck from the original molds made in 1775 by the first Josiah Wedgwood after a sketch of Priestley by John Flaxman, and a draft for one thousand dollars constitutes the Award. Since its establishment in 1952 the Award has been presented to the following persons:

- 1952 Sir Hugh Stott Taylor, Dean of the Graduate School, Princeton University.
- 1953 Paul R. Burkholder, of the Class of 1924, Osborne Professor of Botany at Yale University, Discoverer of Chloromycetin.
- 1954 Karl T. Compton, Chairman of the Corporation, Massachusetts Institute of Technology.
- 1955 Harold C. Urey, University of Chicago. Nobel Prize Laureate in Chemistry 1934.
- 1956 Detlev W. Bronk, President, Rockefeller Institute for Medical Research.
- 1957 Edward Teller, General Advisory Committee, Atomic Energy Commission.
- 1958 George Bogdan Kistiakowski, Abbott and James Lawrence Professor of Chemistry, Harvard University.
- 1959 Willard Frank Libby, Member, Atomic Energy Commission. Nobel Prize Laureate in Chemistry 1960.
- 1960 Glenn T. Seaborg, Chancellor and Professor of Chemistry, University of California. Nobel Prize Laureate in Chemistry 1951.
- 1961 Maurice Ewing, Professor of Geology, Columbia University.
- 1962 Robert B. Woodward, Donner Professor of Science, Harvard University. Nobel Prize Laureate in Chemistry 1965.

- 1963    Kenneth S. Pitzer, President, Rice University.  
1964    Isador I. Rabi, Higgins Professor of Physics, Columbia University. Nobel Prize Laureate in Physics 1944.  
1965    Joel H. Hildebrand, Professor of Chemistry emeritus, University of California, Berkeley.  
1966    Charles H. Townes, Provost, Massachusetts Institute of Technology. Nobel Prize Laureate in Physics 1964.

THE LINDBACK AWARD. Instituted by the trustees of the Christian R. and Mary F. Lindback Foundation, the Lindback Distinguished Teaching Award is the highest honor the College bestows on members of its faculty. Selected by the President, the Lindback Award carries an honorarium of not less than five hundred dollars and not more than one thousand dollars. The Lindback Foundation further awards one thousand dollars in scholarships to deserving students who can meet certain basic standards. The Lindback Distinguished Teaching Awards have been presented to the following faculty members:

- 1960-61    Amos B. Horlacher and Ralph Schecter  
1961-62    Joseph H. Schiffman  
1962-63    Horace E. Rogers  
1963-64    Carl E. Kerr and K. Robert Nilsson  
1964-65    Paul F. Angiolillo and William B. Jeffries  
1965-66    John C. Pflaum and Arthur M. Prinz

# Degree Programs

The College offers two parallel courses in the Liberal Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science. While there is a difference in emphasis in the two programs, both contain a basic curriculum which provides a common experience in the liberating arts and sciences for all students.

There are several considerations important to the understanding of the curriculum of the College. First, the College seeks to provide a four year program of undergraduate study that will provide a reasonable balance between general learning and concentration in a particular field. The program of general studies (Distribution Requirements) is designed to expose the student to a wide range of human experience and knowledge that the student may comprehend more adequately the complexities of twentieth century existence. The sciences have an equally significant part in this program with the humanities and social sciences. The curriculum also provides for intensified learning in a limited area (the Field of Concentration or Major) without encouraging excessive specialization.

The format of the curriculum involves the course unit rather than the traditional semester credit unit. The normal program for all students is thirty-six courses, five in each of the first four semesters and four in each of the last four. By this arrangement all students will have two or more free elections in their fields of major interest in each of the first two years and, at the same time, complete their general studies. The final two years involves fewer but more intensive courses and thereby permit maximum concentration in a chosen area.

## REQUIREMENTS FOR GRADUATION

**THIRTY-SIX COURSES** with a cumulative average of 2.00. Thirty four of these courses, including all required courses and all courses credited toward Distribution and Field of Concentration Requirements, must be passed. In addition the Institutional Testing program of the Graduate Record Examinations must be taken whenever offered by the College.

**FULFILLMENT** of the requirements listed under Required Courses, Distribution, Fields of Concentration, and Physical Education.

**COMPLETION** of a minimum of four semesters of study in residence, including at least six of the last eight courses immediately preceding graduation.\*

## REQUIRED COURSES

**ENGLISH COMPOSITION:** All students must complete English 101, unless given advanced placement or transfer credit.

**LANGUAGE REQUIREMENTS:** A candidate for a degree is required to complete work in a foreign language, classical or modern,

*\*Work completed under such cooperative programs of study as the College-Law School Program, the Binary Engineering Program, and the Washington Semester shall be construed as work in residence.*



through the intermediate level. A degree candidate whose native tongue is not English may be relieved of this requirement by action of the Foreign Students Committee and the Dean of the College. In such cases the Dean of the College shall notify the student of the fact in writing and send a copy of the notification to the Registrar and to the student's adviser.

Any student entering a course in a foreign language which he has studied for two or more years in a secondary school must take the appropriate College Entrance Examination Board Achievement Test. The student will be placed in the appropriate college course on the basis of the score he achieves on this examination. A student who is not qualified by his placement score to continue the foreign language which he offered for entrance at or above the 102 level, and who does not elect to begin a new language, must satisfactorily complete course 101 in his chosen language without credit. Normally this should be accomplished prior to the opening of the fall semester.

A student who is qualified by placement for enrollment at any given level, but who is unable to work effectively at that level, may (at any time within the first thirty calendar days of the semester) with the concurrence of his instructor and adviser drop back one level without penalty except that students who shift from 102 level to the 101 level must carry the latter course without credit toward graduation.

## DISTRIBUTION REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE\*

DIVISION I—five courses:

1. Two courses from the Department of Philosophy and/or the Department of Religion.
2. Two courses in literature from the following departments: classical studies, English, and modern languages.

*\*English 101, elementary and intermediate foreign language courses, and such other courses as may be designated by the department concerned, cannot be used or counted toward fulfillment of distribution requirements.*

3. One course in art history, music history, or history of the theatre.

DIVISION II—five courses:

1. Social Science 101.
2. One course in the Department of History.
3. One course in one of the following departments: economics, political science, psychology, sociology–anthropology.
4. Two additional courses in one of the departments of this division or Social Science 104 and one additional course in one of the departments.

DIVISION III—four courses, including a two-course laboratory sequence from one of the following two groups and two courses from the opposite group:

1. Departments of biology, geology, mathematics, or science.
2. Departments of chemistry, physics and astronomy, mathematics, or science.

NONWESTERN STUDIES—one course in nonwestern studies selected from the following list (this course may also be counted as one of the courses required under Division I or II):

English 310

History 219

History 220

Philosophy 134

Political Science 347

Political Science 348

Religion 111, 112

Religion 311

Literature of the Nonwestern World  
South Asia: India and Pakistan, or  
East Asia: China and Japan (these  
two history courses cannot be applied  
toward this requirement and toward  
Division II, requirement 2, con-  
currently)

Oriental Philosophy

Politics of Developing Areas

Asian Governments and Politics

Religions of Mankind

Studies in the History of Religion  
(when the subject matter is appro-  
priate)

Religion 312	Studies in the Religions of Mankind (when the subject matter is appropriate)
Social Science 104	Introduction to Chinese Civilization
Sociology 230	Cultures of East Asia
Sociology 240	Cultures of Latin America
Sociology 307	Comparative Cultures

### DISTRIBUTION REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE\*

#### DIVISION I—four courses:

1. One course in the Department of Philosophy or one course in the Department of Religion.
2. One course in literature from the following departments: classical studies, English, modern languages.
3. One course in art history, music history, or history of the theatre.
4. One additional course in either 1 or 2 above.

#### DIVISION II—four courses:\*\*

1. Social Science 101.
2. One course in the Department of History.
3. One course in one of the following departments: economics, political science, psychology, sociology–anthropology.
4. One additional course in 1, 2, or 3 above, or Science 258.

#### DIVISION III—six courses:

1. A two-course sequence in the Department of Mathematics.
2. A two-course sequence in a laboratory science.
3. Of the six courses in this division, four courses must be outside the major department.

*\*English 101, elementary and intermediate foreign language courses, and such other courses as may be designated by the department concerned, cannot be used or counted toward fulfillment of distribution requirements.*

*\*\*Social Science 101, 104 and History 111, 112 will satisfy Division II requirements in toto for B.S. students.*

NONWESTERN STUDIES—one course:

- I. The same as for A. B. candidates.

## FIELD OF CONCENTRATION REQUIREMENTS

THE FIELDS OF CONCENTRATION consist of a required major in one major discipline (e. g., philosophy, biology, French, or political science, etc.) and an optional minor. The required major consists of nine or ten courses of academic work in the discipline (as specified by the department). In addition to these courses the department may, with the concurrence of the Committee on Academic Policy, Program, and Practice, prescribe additional courses in related fields. If a student completes the requirements for a major in two fields of concentration, this fact will be noted upon his permanent record. The optional minor consists of six courses of academic work in the discipline (as specified by the department). If a student completes a minor in one or more fields of concentration, this fact will be noted on his permanent record.

The major field of concentration must be chosen prior to the end of a student's sophomore year. Acceptance of a student as a major is determined by the chairman of the department concerned, who then becomes the accepted student's adviser. A student who is not accepted for a major field of concentration by the end of his sophomore year will be granted an additional semester in which to qualify. If at the end of this additional semester he has still not been accepted, he will be required to withdraw from college without the privilege of readmission.

The same course may not be counted for more than one major, nor may it count for both a major and a minor. Supporting courses in another department required as part of a departmental major are not affected by this rule.

Candidates for the degree of Bachelor of Science are required to major in Biology, Chemistry, Geology, Mathematics, or Physics. Candidates for the degree of Bachelor of Arts also may major in these subjects if they so desire.

## PHYSICAL EDUCATION REQUIREMENTS

SATISFACTORY COMPLETION of four semesters of physical education or two years of Military Science leadership laboratory (or any combination thereof up to four semesters). This requirement may also be met by one year of active military service. Six months of active military service may be counted in satisfaction of two of the four semesters of physical education.

Every student who is not enrolled in the ROTC program and who has not completed his physical education requirement must register for physical education unless excused in writing by the Dean of the College. No student may enroll for more than one course in physical education in any one semester.

The physical education requirement *must* be met by the end of the junior year. If at the end of any semester it becomes apparent that a student will be unable to meet the requirement of four semesters of physical education (or combination of physical education, military science, and/or active military service) by the end of his junior year, the student will be required to withdraw from college. Any such student will not be eligible for readmission until the end of the next academic semester (excluding summer sessions); any subsequent failure in physical education will result in his being required to withdraw a second time, and he will not be eligible for readmission.

## REGISTRATION AND ACADEMIC STANDARDS

In the summer prior to matriculation the Dean of Admission, in cooperation with the Registrar, initiates the course registration of each freshman. This summer registration procedure makes possible the arrangement of each student's schedule well in advance of the beginning of classes. Once the freshman arrives on campus he is assigned to a Faculty Adviser who is responsible for approving his final registration and who advises him until he selects and is accepted by a department as a major. It is important to recognize that freshmen are encouraged to make adjust-

ments in their schedules prior to the beginning of classes should they feel that their schedule is unsatisfactory.

After the freshman year, registration normally occurs in the late spring of each year. Course schedules for the entire following year are arranged then. All schedules must be approved by the Faculty Adviser prior to registration.

*Responsibility rests with the student for the election of such courses as will satisfy the requirements of the College for graduation.*

**THE COUNSELING SYSTEM:** A variety of circumstances, singly or in combination, may prevent an undergraduate from realizing fullest benefit from the educational opportunity provided him. Injudicious selection of courses, of majors and minors; inappropriate personal aspirations; inadequate study techniques or invalid learning procedures; and problems of personal and social adjustments are unfavorable circumstances that have been identified in studies of less successful college students. The College believes that counsel by mature, interested faculty advisers can assist individual students to recognize and to overcome those undesirable circumstances that affect their academic success. In special instances, the adviser makes referrals to a qualified director of counseling who assists the student to overcome problems in his personal and social adjustment.

**UNSATISFACTORY PERFORMANCE:** The college reserves to itself the right to remove from its roll at any time a student who proves unsatisfactory, or to require a student to withdraw if it is felt that the student is out of sympathy with the spirit and ideals of the College, even though he may not have broken any formal rules.

## SCHEDULE

**FRESHMAN AND SOPHOMORE YEARS:** The normal academic load for freshmen and sophomores is five courses per semester. The courses taken during the freshman and sophomore years are to be so selected that at the end of his sophomore year a student

will have completed all of his required courses and a reasonable number of the requirements for distribution. In addition the courses elected should be preparatory to the student's expected fields of concentration.

**JUNIOR AND SENIOR YEARS:** The normal academic load for juniors and seniors is four courses per semester. Students must register in their junior year for any required courses which they have not completed satisfactorily. In addition, courses must be elected to meet the requirements for distribution and fields of concentration. The remainder of the student's schedule consists of free electives as necessary to complete his academic program.

## ACADEMIC REGULATIONS

**CHANGES IN REGULATIONS:** The College reserves the right to change its regulations, courses of study, and schedule of fees without previous notice to the student.

**CHANGES IN COURSES:** Changes in course elections may be made by the student with the consent of his adviser prior to the beginning of the first semester provided the student pays a fee of five dollars for each course added, to a maximum of fifteen dollars. A student who wishes to change his schedule for the second semester may do so at the time of formal registration for that semester without payment of a fee. If the change of course is due to a failure or to a change without previous notice in regulations or in courses offered by the college, no fee is required.

During the first fifteen class days of each semester a student may shorten his schedule without penalty. A student may enter a course or courses during the first ten class days of each semester upon payment of the prescribed fee for schedule revisions. From the eleventh through the fifteenth class day a student may be admitted to a course only with the approval of the instructor, the adviser, and the Dean of the College and upon payment of the





prescribed fee. A student may not enter a course after the fifteenth day.

Any student in academic difficulty may shorten his schedule after the fifteenth class day with the approval of his adviser. In such cases the grade for the course shall be reported as F, unless action otherwise is authorized by the Committee on Academic Standards.

**ELECTIONS IN EXCESS OF NORMAL LOADS:** The normal maximum of four and one-half courses for juniors and seniors, and of five courses for freshmen and sophomores, may not be exceeded without permission of the Committee on Academic Standards.

**CREDIT FOR COURSE WORK:** Credit for courses is based on the assumption that three hours (four hours in the junior and senior years) of study accompany each period of recitation or lecture.

**CREDIT FOR WORK AT OTHER COLLEGES:** The College may grant credit for work completed at other accredited colleges on previous arrangement with the Chairman of the appropriate department, the adviser, and the Dean of the College. To receive credit the work must be at least "C" or its equivalent quality credit value. This work will count as credit toward graduation but the grade will not be used in computing the average for graduation. The College will accept transfer credit for summer study at other institutions for only one summer's work, the maximum acceptable being two courses (four courses if taken between the freshman and sophomore years).

**CREDIT FOR WORK ABROAD:** Credit will be granted for work abroad, up to a maximum of one year's work, provided it is approved in advance by the Dean of the College and the student presents a satisfactory certificate of accomplishment.

**AUDITING:** A student may audit a course without credit by obtaining the permission of the instructor and his adviser and then registering for it in the normal manner.

**REPEATED WORK:** Enrollment for credit in any course is limited to students who have not received previous credit for the

course at Dickinson or for a comparable course at another institution. Students who desire to repeat the work of a course for which credit has been received may enroll as auditors.

**TRANSCRIPT TO BE COMPLETE:** Any transcript of a student's record shall include every course for which a grade is reported.

**CLASS DESIGNATION:** The Freshman, Sophomore, and Junior years are normally interpreted as the first, second, and third college years of attendance as a regular student. A student will be registered as a sophomore when he has completed 10 courses creditable toward graduation, as a junior when he has completed 20 courses creditable toward graduation, and as a senior when he has completed 27 courses creditable toward graduation.

The Senior year is normally the fourth year of college attendance, but it may occur earlier or later. If a student has not attained the required 27 courses at the end of the second semester of his junior year, he will be allowed one additional semester as a junior. If he cannot enter the senior year after such additional junior semester, he will be required to withdraw.

A student is expected to be graduated at the end of his senior year. If he has not satisfied the requirements for graduation at the end of the second semester of his senior year, he will be allowed one additional semester as a senior. If he cannot be graduated at the end of such additional senior semester, his status will be considered by the Faculty.

In the case of a student entering Dickinson with advanced standing because of work done at other institutions, the Committee on Admissions will determine his status as to class. In all other cases involving such irregularities as work done outside the Dickinson College Year, the Dean of the College will determine the student's class.

**CLASSIFICATION OF STUDENTS:** A *matriculated* (formerly *regular*) student is one who has been formally admitted to the College as a degree candidate. A *nonmatriculated* (formerly *unclassified* or *special*) student is one who has not been formally

admitted as a degree candidate. A *full-time* student is a senior or junior carrying 3 to 4½ courses, a sophomore or freshman carrying 4 to 5 courses, or a nonmatriculated student carrying 3 or more courses. A *part-time* student is one who is carrying less than a full-time academic load.

Normally, a matriculated student will be a full-time student, and a nonmatriculated student will be a part-time student. However, subject to the prior approval of the Committee on Academic Standards a matriculated student may be a part-time student and a nonmatriculated student may be a full-time student. Such approval is for one year only and must be renewed annually.

Effective February 1, 1967, a nonmatriculated student who desires to become a matriculated student must receive the approval of the Committee on Admissions, Scholarships, and Student Aid. In seeking such approval, the student must submit all transfer credit taken to date that he plans to apply toward the Dickinson degree. In general, he must meet all the requirements for graduation in effect at the time he is accepted as a matriculated student, including the fact that he must be accepted as a major by some department by the time he has completed 24 courses. Failure to be accepted as a major entails required withdrawal from the College without the privilege of readmission. In addition, a nonmatriculated student must meet the same requirement as a transfer student, i.e., he must complete 16 courses as a matriculated student.

**MARKING PERIODS:** There will be a Roll Call for all students in each semester. At this Roll Call only grades of D, F, U, and I will be reported to the Registrar, except that all grades will be reported for Freshmen at the regular Fall Roll Call.

Grades will be reported to the Registrar at the end of each semester. Once a grade has been reported to the Registrar's Office it may not be changed unless the instructor discovers that he has made an arithmetical error in computing the grade or in transposing it from his record book to the grade card.

## REGULATIONS GOVERNING GRADES

## GRADES SHALL BE REPORTED AS:

A (Excellent)	S (Satisfactory)
B (Above Average)	U (Unsatisfactory)
C (Average)	I (Incomplete)
D (Below Average)	WP (Withdrew passing)
F (Failing)	WF (Withdrew failing)

**WEIGHT OF FINAL EXAMINATION:** In determining the grade for a course: for the freshman and sophomore classes the final examination shall count one-fourth to one-third; for the junior and senior classes it is recommended that the final examination count one-fourth to one-half.

**GRADES IN YEAR COURSES:** To be admitted to the second semester of a year course (a hyphenated or an asterisk course) the student must have attained a passing grade in the work of the first semester.

**INCOMPLETE GRADES:** *A grade of Incomplete may be reported only in cases in which illness or other serious emergency has prevented the student from completing the work for the marking period.* An Incomplete may not be reported because of negligence or procrastination on the part of the student. A grade of Incomplete may be reported only if the student has done satisfactory work in the completed portions of the course. An Incomplete grade at the end of a semester shall be cleared before the Roll Call of the following semester unless exception is granted by the Committee on Academic Standards. In every case the Incomplete must be cleared before the end of the second semester following. If an Incomplete has not been cleared within stipulated time limits, the instructor shall record an F.

**EFFECT OF DISHONESTY:** A student is expected to observe strict integrity in examinations and other required work. Any

infraction will be reported immediately to the Dean of the College for referral to the Student-Faculty Judicial Council.

**SENIOR: UNSATISFACTORY GRADE IN COURSE:** A senior who has maintained a passing average in a course but who because of failure in the final examination receives a grade of "F" in the course may apply for one re-examination in each course failed, provided the failure is not due to dishonesty. The re-examination shall replace the final examination failed, but in no case may a grade higher than "D" be earned in the course. If a re-examination is granted, it shall be conducted by a committee appointed by the Dean after consultation with the Chairman of the Department in which the failure occurred. This re-examination shall be conducted within ten (10) days after the date of the original examination except when an extension is granted by the Committee on Academic Standards.

**COMPUTATION OF AVERAGES:** In the computation of averages the following scale of Quality Credit Points will apply:

Grade	Point
A	4
B	3
C	2
D	1
F	0

A student's average shall be computed on the basis of all academic work which he has taken at Dickinson College during any specific period. For any given year it shall be computed by summing his quality points for that year and dividing by the number of courses taken. In computing a student's cumulative average the sum of his quality points in his freshman and sophomore years shall be given a weight of three, and the sum of his quality points in his junior and senior years shall be given a weight of four. All averages shall be carried to two decimal points.

**APPLICATION OF AVERAGES:** A regular student is required to meet the following minimum standards of academic quality during his course:

**Freshman:** An average for the year of 1.75.

**Sophomore:** An average for the year of 2.00 or a cumulative average of 2.00 at the end of his sophomore year.

**Junior:** A cumulative average of 2.00 at the end of his junior year.

**Senior (to be graduated):** An average of 2.00 in all courses taken at Dickinson College.

A student who fails to meet the minimum standard for his class will be required to withdraw unless the Committee on Academic Standards takes action otherwise. He may apply for readmission after attending an accredited college elsewhere for one regular semester (not a summer session) and meeting the following minimum specifications: completion of a program consisting of at least 15 hours in courses approved in advance by the Dean of the College and the attainment of an average of at least 2.25, with no grade lower than "C." Military service, or satisfactory employment, may be substituted for such scholastic experience. If after reinstatement he fails to meet the minimum standard set for him by the Committee on Academic Standards, he will be required to withdraw a second time and will be barred from readmission.

A nonmatriculated student must meet the same minimum standards as are required of a matriculated student. The number of courses a non-matriculated student has taken will determine his class equivalence; he must meet the minimum standard for that class in each successive two-semester block of work, regardless of the number of courses involved. A student who fails to meet the minimum standard will be required to withdraw unless the Committee on Academic Standards takes action otherwise. His formal readmission to the College and/or permission to take courses may be granted only after approval has been granted by the Committee on Academic Standards.

**FRATERNITY AND SORORITY INITIATION:** A student must have an academic average of at least 1.75 by Roll Call of the First Semester to be rushed and pledged. He must have an academic



average of 2.00 or better for one semester to be initiated. No student may continue as a pledge beyond two semesters.

**HONORS UPON GRADUATION:** A student who in his total program attains an average of at least 3.75 shall be awarded his degree *summa cum laude*.

A student who in his total program attains an average of at least 3.50 but less than 3.75 shall be awarded his degree *magna cum laude*.

A student who in his total program attains an average of at least 3.25 but less than 3.50 shall be awarded his degree *cum laude*.

**DICKINSON COLLEGE SUMMER SESSION:** The Dickinson College Summer Session, not part of the regular College Year, is provided to give students opportunity to take additional college work, make up deficiencies, or accelerate progress towards a degree.

Grades for work done in the Summer Session are assigned on the same basis as in the College Year, and they are included in the student's average for graduation. They are not, however, counted in the averages of the College Year. No student who has been required to withdraw from the College for academic reasons may be enrolled in a Summer Session without the approval of the committee on Academic Standards.

### CLASS ATTENDANCE

**GENERAL POLICY:** All students are expected to do satisfactory work in their academic studies. Any student who is neglectful of his studies or irregular in his attendance may be required to withdraw.

**ATTENDANCE REGULATIONS:** The College expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary between disciplines and among courses within the same subject field. Accordingly, at the beginning of each course individual instructors (or the department concerned) shall publish to the students involved what constitutes satisfactory attendance in that course. As a matter of special privilege, students on the Dean's list are relieved of normal attendance requirements other than in the case of an announced quiz or test. This privilege does not extend to absences from class in Military Science or Physical Education.



# Courses of Instruction

The amount of credit for each course is independent of the number of hours of classroom or laboratory work. All courses, except where otherwise noted, count one course toward the graduation requirements.

The classification of courses is as follows:

1. Normally odd-number courses will be given in the fall semester and even-number courses in the spring semester. Exceptions to this general practice will be noted in the printed course schedule.
2. When two course numbers, followed by a single description, are separated by a comma, either course may be taken without the other, although the two are normally taken together as a year-course.
3. When two course numbers, followed by a single description, are separated by a comma and preceded by an asterisk, the first course may be taken without the second, although the two are normally taken together as a year-course. The first course, however is a prerequisite for the second.
4. When two course numbers, followed by a single description, are separated by a hyphen, the work of the two semesters

constitutes an integral, indivisible year-course in which credit will not be given for the work of a single semester.

The order in which courses may be elected is determined by their number. Courses in the 100 series are open to all students, those in the 200 series to Sophomores and above, those in the 300 series to Juniors and Seniors, and those in the 400 series to Seniors only. The 500 series is reserved for Independent studies and Honors Work. In addition, specific prerequisites stated under any given course must be met. Exceptions to these rules may be made by the chairman of the appropriate department whenever the circumstances indicate that this is desirable.

## AMERICAN STUDIES

Professor Gates, *Coordinator*

An interdisciplinary program designed to give a thorough coverage of the interrelationship of influences shaping American civilization and to appraise America's growing impact upon the rest of the world.

\*490, 491 SEMINAR IN AMERICAN STUDIES    Subjects for discussion may include any of the following: Puritanism; The American Enlightenment; The Frontier as Place and Mind; The Immigrant in America; Transcendentalism; Urbanism; The Welfare State; Pragmatism; Elite, Popular, and Mass Cultures; Foreign Views of American Civilization; Ideals and Realities in American Life, Thought and Art. Such selected topics, varying from year to year, will be explored in order to integrate and relate the various disciplinary approaches. *Prerequisite: Major or minor in the program or permission of the instructor.*

MAJOR: ten courses from the list on next page, including English 311, 312; History 217, 218; Political Science 211, one course in economics, fine arts, or religion; and American Studies Seminar 490, 491.

MINOR: six courses from the list below including American Studies Seminar 490.

NOTE: The following is a list of courses which may be credited toward a major or a minor in American Studies:

American Studies 490, 491	Seminar
Economics 221	Principles of Economics
Economics 350	Social Control of Business
Economics 371	Economic History of the United States
English 311, 312	Survey of American Literature
English 401	Seminar in American Literature
Fine Arts 304	American Art
History 217, 218	American History
History 349	American Intellectual & Social History
*History 387	American Constitutional History
Political Science 211	American Government
Political Science 341	American Political Thought
*Political Science 345	Constitutional Law
Religion 313	Varieties of Religion in American Life

*\*Either History 387 or Political Science 345 may be chosen but not both*

## BIOLOGY

Professor Herber

Associate Professors Jeffries, *Chairman*, B. McDonald, and D. McDonald

Assistant Professors Biebel and Lardner

The Department of Biology seeks to provide the liberal arts student with a broad view of the principles and functions of animal and plant life. The beginning course can be a terminal course but is required of all students intending to major or minor in biology.

Elective courses, more specialized, are designed to introduce

major concepts and experimental methods. The aim in these courses is to provide suitable preparation for graduate school and for the professional schools of medicine, dentistry, and allied fields. A special effort is made to develop research interest in seminar and independent studies.

\*<sub>111, 112</sub>. GENERAL BIOLOGY Biological principles with special emphasis on the physiology of animals and plants. Recent experiments in physiology, embryology, bacteriology, and genetics are discussed. Three hours' classroom and three hours' laboratory a week.

213. CYTOLOGY An introduction to the structure and function of cells and tissues. Laboratory work will include microtechnique of various types, such as sectioning, staining, and radioautography. One hour of classroom and four hours' laboratory a week. *Prerequisite: 111, 112. Chemistry 131, 132 is recommended.*

214. ECOLOGY An introduction to the study of the interrelationships among organisms and their environment. Two hours' classroom and three hours' laboratory a week. *Prerequisite: 111, 112.*

217. GENETICS Principles of heredity and their impact on population dynamics, evolution, and human society. Laboratory projects are designed to acquaint students with modern techniques for conducting genetic experiments with living organisms. Two hours' classroom and three hours' laboratory a week. *Prerequisite: 111, 112.*

218. EMBRYOLOGY The experimental approach to the study of animal development. Two hours' classroom and two hours' laboratory a week. *Open to Freshmen with permission of the instructor. Prerequisite: 111.*

221. INVERTEBRATE ZOOLOGY Principles of structure, classification, evolution, ecology, physiology, and the development of invertebrates. Two hours' classroom and four hours' laboratory a week. *Prerequisite: 111, 112.*

222. FIELD STUDY OF PLANTS A systematic survey of the plant kingdom through the collection and study of living plants. Frequent field trips are conducted as weather permits. An herbarium of named plants is prepared. Emphasis will be placed on the diverse features of plants which permit effective study of fundamental biological problems. Two hours' classroom and two hours' laboratory a week. *Prerequisite: 112.*

225. MORPHOLOGY AND PHYSIOLOGY OF HIGHER PLANTS An integrated study of structure and function in higher plants. Emphasis is placed on the experimental approach to photosynthesis, respiration, translocation, and other plant activities. Anatomical features are studied as a basis for plant physiology. Two hours' classroom and two hours' laboratory a week. *Prerequisite: 112.*

226. MICROBIOLOGY The taxonomy, physiology, and heredity of bacteria, molds, and viruses. Laboratory projects are designed to provide technical competence in handling micro-organisms. Two hours' classroom and two hours' laboratory a week. *Open to Freshmen with permission of the instructor. Prerequisite: 111.*

229. PARASITOLOGY A study of parasites in relation to disease; their life histories and geographical distribution. Two hours' classroom and three hours' laboratory a week. *Prerequisite: 111, 112.*

230. RADIATION BIOLOGY Physical aspects of radiation biology, including protection and detection of nuclear radiations, and radiation characteristics and ionizing power as clues to biological effects. Introduction of problems in radiation health protection such as health dosage units, hazards, and safety precautions. Cytological effects, underlying chemical changes, and principles in the use of tracers. Three hours' classroom and two hours' laboratory a week. *Prerequisite: 111, 112, Physics 111, 112 or 131, 132, and permission of the instructor.*

233. PHYSIOLOGY The physical and chemical basis of biological activities. Laboratory includes experiments in biochemistry, enzymology, and the operation of stimulation and recording apparatus. Two hours' classroom and two hours' laboratory a week. *Prerequisite: 111, 112, Chemistry 131, 132 is recommended.*

234. VERTEBRATE ZOOLOGY Examination of vertebrate evolution, development, structure, and physiology by the comparative method. Two hours' classroom and four hours' laboratory a week. *Open to Freshmen with permission of the instructor. Prerequisite: 111.*

312. SEMINAR Reading, conference, writing, and oral presentation of reports. *Prerequisite: Permission of the instructor.* One-half course.

MAJOR: seven courses, including Biology 111, 112. In addition, Chemistry 131, 132, 251, 252; Math 131, 132; and Physics 111, 112 or 131, 132 are required.

MINOR: six courses, including Biology 111, 112. In addition, Chemistry 131, 132 are required.

## CHEMISTRY

Professors Crist and Rogers

Associate Professors J. Benson, *Chairman*, and Naff

Assistant Professors Munch and Roper

The courses offered by the Department are designed to meet the needs of students who are preparing for graduate work, teaching, industrial work and medicine. A course in general chemistry is offered for students who wish to acquire a background in chemistry but who do not plan a career in science. Students who plan to major in chemistry should have as strong a high school preparation in science, English and mathematics as possible.

Dickinson College offers a program of study in chemistry that has been approved by the American Chemical Society; this program is designed for students who plan graduate work in chemistry (see Note following course descriptions).

\*103, 104. GENERAL CHEMISTRY Basic principles in chemistry; general study of the chemical properties and reactions of substances. A terminal nonlaboratory course for nonscience students. Three hours' classroom. *This course will not satisfy the one year laboratory science distribution requirement. It will, however, count toward the third and fourth required courses in Distribution III Group (2) for candidates for the A.B. degree who have met their laboratory science requirement in Biology or Geology.*

\*111, 112. GENERAL CHEMISTRY Similar to \*103, 104 except that it includes two hours' laboratory a week *and will meet the one year laboratory science distribution requirement for candidates for the A.B. degree.*

\*131, 132. PRINCIPLES OF CHEMISTRY Atomic and molecular structure, chemical bonding, physical and chemical equilibria, the kinetics of chemical reactions, the periodic table, and introductory descriptive chemistry of the elements. The laboratory work consists of elementary quantitative analysis in the first semester and qualitative analysis in the second semester. Three hours' classroom and three hours' laboratory a week.

\*251, 252. ORGANIC CHEMISTRY Systematic study of the compounds of carbon with emphasis on the chemistry of carbohydrates, proteins, and lipids. Laboratory work involves the preparation and analysis of organic compounds. Three hours' classroom and four hours' laboratory a week. *Prerequisite: 132 with a grade of C or better.*

\*335, 336. PHYSICAL CHEMISTRY The fundamentals of chemical thermodynamics, kinetics, and quantum mechanics are introduced as a unifying basis for the discussion of chemical and phase equilibria, electrochemistry, reaction mechanisms, spectroscopy, and atomic and molecular structure. Three hours' classroom and four hours' laboratory a week. *Prerequisite: 131, 132, Physics 111, 112 or 131, 132, and Mathematics 131, 132.*

353. ADVANCED ORGANIC LABORATORY METHODS Advanced laboratory techniques with emphasis on classical and modern spectral methods of identification of organic compounds. Application of the chemical literature to laboratory practices is emphasized. Two hours' classroom and four hours' laboratory a week. *Prerequisite: 252.*

362. ANALYTICAL CHEMISTRY Fundamental principles and concepts as applied to analytical problems. Solvent extraction, ion exchange, chromatography, spectrophotometry, polarography, radio-chemistry, potentiometry, flame photometry, thermal analysis and other methods of analysis are emphasized. *Prerequisite: 336 or concurrent registration therein.*

431. INORGANIC CHEMISTRY Principles of chemical bonding and atomic molecular structure, systematic study of the periodic table, the chemistry of the transition elements, and advanced chemistry of selected elements. Three hours' classroom a week. *Prerequisite: 336.*

483. ADVANCED PHYSICAL CHEMISTRY Selected topics in advanced physical chemistry with extensive use of current literature in the field. Topics chosen from quantum chemistry, statistical thermodynamics, catalysis, molecular spectra, and molecular structure. Three hours' classroom a week. *Prerequisite: 336 and Mathematics 252.*

486. THEORETICAL ORGANIC CHEMISTRY. Physical basis of organic structure and methods by which organic reaction mechanisms are formulated. Designed to develop in the student the ability to use the current literature in organic chemistry. Three hours' classroom a week. *Prerequisite: 336.*

MAJOR: nine courses, including 131, 132, 251, 252, 335, 336, and at least

two courses from 353, 362, 431, 483, or 486. The remaining course is an elective from the five listed, independent study or independent research.

MINOR: six courses, including 131, 132.

NOTE: Any student desiring departmental recommendation and certification by the American Chemical Society for graduate work (other than medicine) should satisfactorily complete 131, 132, 251, 252, 335, 336, 353, 362 and 431; one course of independent study or independent research with laboratory; and one course from 438, 486, advanced physics, or advanced mathematics. Additional requirements are mathematics through simple differential equations and a reading knowledge of scientific German or Russian.

## CLASSICAL STUDIES

Associate Professors Lockhart, *Chairman*, and Nodder

The goal of the Department of Classical Studies is to enable the student to read chosen portions of Greek and Latin literature and to acquaint him with the cultural aspects of the Greek and Roman civilizations and their influence on the civilizations of the Western world.

### CLASSICAL STUDIES

251, 252. HELLENIC HISTORY First semester: a study of Minoan and Mycenaean civilization, the Homeric problem and rise of the polis, the Persian Wars, and the development of Athenian democracy to 478 B.C. Second semester: Greek history from 478 to 323 B. C. *Alternates with 253, 254. To be given in 1966-1967.*

253, 254. ROMAN HISTORY First semester: A study of the Roman state from prehistoric times to the end of the Republic. Second semester: Roman history from the establishment of the Principate to the death of Justinian, 565 A. D. *Alternates with 251, 252. To be given in 1967-1968.*



## GREEK

101-102. FIRST-YEAR GREEK Drill on the fundamentals of Greek grammar and the study of vocabulary. Selected prose is read in the second semester.

211, 212. SECOND-YEAR GREEK First semester: readings in Attic prose, with emphasis on Plato. Second semester: The reading of selected Greek tragedies. *Prerequisite: 101-102 or the equivalent.*

233. HERODOTUS A study of Herodotus as historian. *Prerequisite: 211 or 212 with a grade of at least C. To be given in 1967-1968.*

234. HOMER A study of the Homeric epics. *Prerequisite: 211 or 212 with at least C. To be given in 1967-1968.*

391, 392. SEMINAR: GREEK DRAMA A study of the Greek theater, with special emphasis on tragedy and comedy as literary types. *Given in alternate years. To be given in 1967-1968. Prerequisite: 233 or 234 or permission of the instructor.*

393, 394. RESEARCH SEMINAR A reading, research, and conference course on selected areas of Greek literature. *Given in alternate years. To be given in 1966-1967. Prerequisite: 233 or 234 or permission of the instructor.*

MAJOR: ten courses numbered 200 or above, including Greek 211, 212, 233, and 234. Classical Studies 251 and 252 may be counted toward this requirement; Philosophy 391, 392, 393, or 394 may be substituted for either of these Classical Studies when the subject matter is Plato.

MINOR: six courses numbered 200 or above, including Greek 211, 212, and 233 or 234. Classical Studies 251 or 252 may be counted toward this requirement, but not both.

NOTE: It is recommended that majors elect Fine Arts 202.

## LATIN

101-102. FIRST-YEAR LATIN Drill in the fundamentals of Latin grammar and vocabulary. Selected prose from the Roman Republic is read in the second semester.

111, 112. SECOND-YEAR LATIN Review of Latin syntax. Readings from Cicero in the first semester, Vergil's *Aeneid* in the second semester. *Prerequisite: 101-102 or the equivalent.*

233. ROMAN HISTORIANS Readings from Roman historians, with particular emphasis on Livy. *Prerequisite: 111 or 112.*

234. LATIN POETRY Horace, *Odes* and *Epodes*; Catullus; the Elegists; Ovid. *Prerequisite: 111 or 112.*

331. CICERO Essays and letters, with stress on intellectual life of the age of Cicero. *Given every third year. To be given in 1966-1967. Prerequisite: 233 or 234.*

332. VERGIL *Aeneid VI-XII*, studied in the light of ancient poetical theory and the epic tradition. *Given every third year. To be given in 1966-1967. Prerequisite: 233 or 234.*

341. CAESAR The *Bellum Civile*, with special stress on Caesar as prose stylist. The nature and purpose of the Commentaries as a literary type. *Given every third year. To be given in 1968-1969. Prerequisite: 233 or 234.*

342. LUCRETIUS The philosophy and poetry of the *De Rerum Natura*. *Given every third year. To be given in 1968-1969. Prerequisite: 233 or 234.*

351. JUVENAL The nature of "rhetorical" poetry. Careful reading of the *Satires*. *Given every third year. To be given in 1967-1968. Prerequisite: 233 or 234.*

352. TACITUS Readings in the *Annals* and shorter works. Tacitus as historian and historical source. *Given every third year. To be given in 1967-1968. Prerequisite: 233 or 234.*

391, 392. THE LATIN LANGUAGE First semester: introduction to historical grammar and syntax. Second semester: the syntax of Classical Latin. *Given in alternate years. To be given in 1966-1967. Prerequisite: Permission of the instructor; 233 or 234.*

393, 394. SEMINAR Readings and conferences in a special topic of Latin literature. Introduction to research in classical studies. *Given in alternate years. To be given in 1967-1968. Prerequisite: Permission of the instructor; 233 or 234.*

MAJOR: ten courses numbered 111 or above, including 111, 112, 233, 234; or the equivalent of these courses. Classical Studies 253, 254 may be counted toward this requirement.

MINOR: six courses numbered 111 or above, including 111, 112, 233 or 234. Classical Studies 253 or 254 may be counted toward this requirement, but not both.

## DRAMATIC ARTS

Associate Professor Brubaker

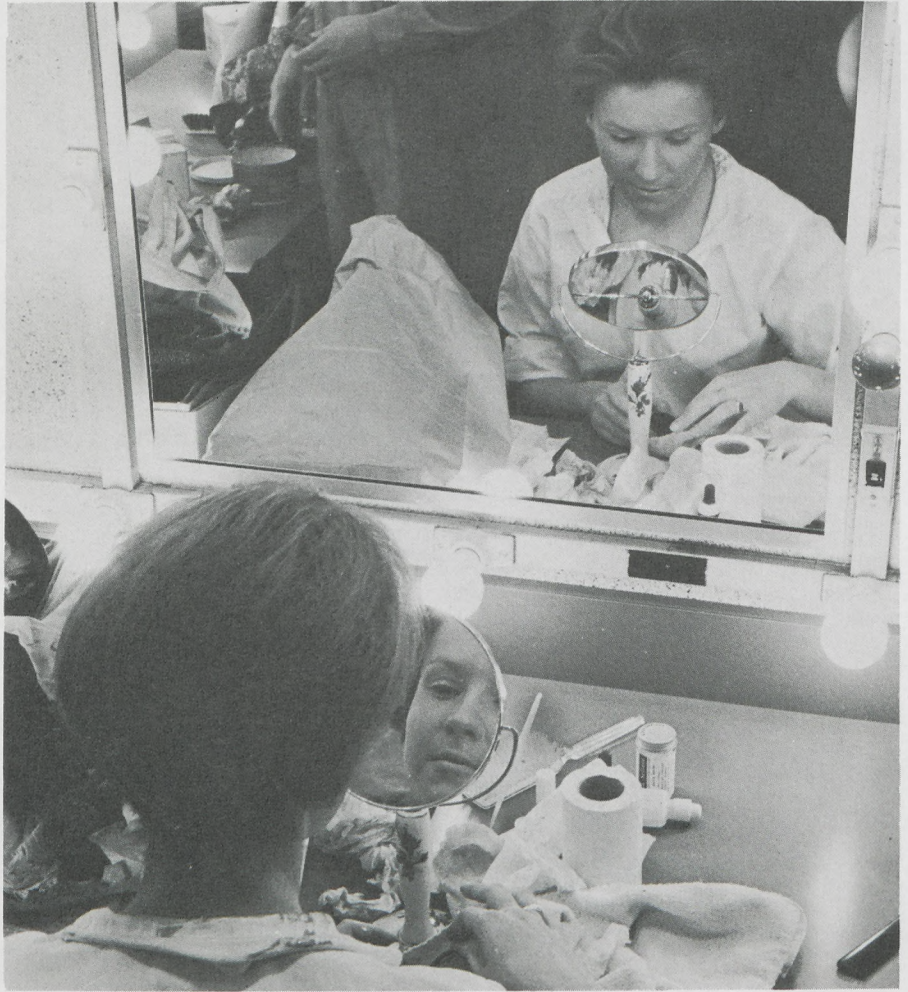
The goal is an understanding and appreciation of the theatre arts through creative exercise and a study of theory, practice, and history. In addition to the courses outlined below, the College sponsors an extracurricular program which gives to all students an opportunity for practical experience in the dramatic arts.

101. ACTING An introduction to the principles and theories of acting combined with practical exercises. One hour of classroom and five hours of laboratory a week. *To be given in 1966-1967.*

201. DIRECTING A laboratory course in directing. One hour of classroom and five hours of laboratory a week. *To be given in 1966-1967. Prerequisite: 101.*

300. STAGECRAFT AND SCENE DESIGN A study of play production emphasizing scene construction, rigging, painting, design, and lighting. Two hours' classroom and four hours' laboratory a week. *To be given in 1966-1967. Prerequisite: Permission of the instructor.*

302. HISTORY OF THE THEATRE A study of the forms of theatre from primitive ritual to modern times. *To be given in 1966-1967. Previous courses in either history or dramatic literature are recommended.*



# ECONOMICS

Associate Professors Houston, *Chairman*, and King  
Assistant Professors Cage and Datta

The Department of Economics offers courses designed to give the student a knowledge of the essential facts and theories basic to the free enterprise and other economic systems of the world today. A student majoring in the field may obtain a background for business and the prerequisites for graduate study in business, economics, and allied fields. Other students will find the various courses complementary to specialized programs in many areas, especially political science, sociology, history, and mathematics.

212. **ECONOMICS OF PERSONAL FINANCE** A study of the consumer and his use of income. An analysis of the major factors in personal finance such as borrowing, investing, paying taxes, and spending for consumption. *Not open to students who have credit for 221, 222. Given occasionally. This course does not count toward the requirements of a major or minor.*

215. **ECONOMIC GEOGRAPHY** The main geographic regions of the world compared with respect to their climate, natural resources, and main lines of agricultural and industrial production, as a basis for understanding world trade and international economic policies. *Given occasionally.*

\*221, 222. **PRINCIPLES OF ECONOMICS** Designed to enable the student to appraise contemporary economic problems. Emphasis is placed upon the structure of modern markets: production and pricing; the development of business organizations and related institutions; the banking system; national income, its determination and its distribution into wages, rents, interest, and profits; public finance; international trade; and comparative economic systems.

\*229, 230. **INTRODUCTORY ACCOUNTING** A course designed to give the student a general knowledge of accounting and of its use as a tool of management. Emphasis is placed upon the managerial approach of economic and financial analysis and interpretation after basic accounting techniques

have been mastered. Fundamental problems of business finance, income tax, and automatic data-processing systems are considered in the second semester. *These courses do not count toward distribution requirements.*

335. BUSINESS ORGANIZATION AND FINANCE The forms of business enterprise compared in their legal status and economic importance; dominance of the corporate form of private enterprise; problems of administration and finance; investors' rights and state control. *Prerequisite: 221.*

344. PUBLIC FINANCE A survey of the field of government finance—national, state, and local. Trends and purposes in government income and expenditures; analysis of deficit financing and taxation theory and practice; the relation of these aspects of finance to credit and price structures, business administration, and the business cycle, as a factor in determining public policy. *Prerequisite: 221, 222.*

347. MONEY AND BANKING A study of the role of money and credit in the United States economy. This includes an examination of the functions of money, the commercial banking system, the Federal Reserve System, and miscellaneous domestic and international financial institutions. Various theories of money will be studied. The monetary and financial policies and practices of the Federal Reserve System and the United States Government will be analyzed and appraised. *Prerequisite: 221, 222.*

348. FOREIGN TRADE A study of the principles and practices of international trade: tariff problems and policies, international trade agreements, international monetary systems and the balance of payments, exchange depreciation and exchange control, state trading, the International Monetary Fund, the European Payments Union, and the Common Market. *Prerequisite: 221, 222.*

349. INTERNATIONAL ECONOMICS The problems of international investment. The needs of underdeveloped countries. Foreign economic policies of the United States and other countries. The International Bank for Reconstruction and Development, the Export-Import Bank, and similar institutions. *Prerequisite: 348 or permission of the instructor.*

350. SOCIAL CONTROL OF BUSINESS Analysis of the control of monopoly in American industry. Particular problems of defense, agriculture, and public utilities, as well as basing-point systems, patenting and licensing agreements, delivered pricing, et cetera, are considered. Over-all emphasis placed upon the interpretation and enforcement of the antitrust laws. *Prerequisite: 221, 222.*

353. THE ECONOMICS OF LABOR A survey of the development and regulation of trade unions in the United States, with special reference to the institutional and theoretical background of collective bargaining wherein wages, hours, and other conditions of employment are determined. *Prerequisite: 221, 222.*

\*361, 362. INTERMEDIATE ACCOUNTING A more advanced treatment of the material in Economics 229, 230, with increased emphasis on advanced accounting theory and techniques in conjunction with the managerial approach. Consideration of more advanced problems in business finance, income tax, and automatic data-processing systems is stressed, together with some discussion of C. P. A. examination questions. *Prerequisite: 229, 230. These courses do not count toward the distribution or the major or minor requirements.*

371. ECONOMIC HISTORY OF THE UNITED STATES The evolution of agriculture, industry, commerce, finance, and transportation from colonial times to the present, viewed against the background of natural environments and changing social and governmental institutions. *Not to be given in 1966-1967. Prerequisite: 221, 222.*

375. BUSINESS CYCLES A critical analysis of the history and causes of economic fluctuations; the main theories and the various measures designed to bring about greater economic stability, with emphasis on recent experience. *Prerequisite: 221, 222, and 347.*

376. CONTEMPORARY ECONOMIC SYSTEMS Capitalism, communism, fascism, and socialism compared as economic systems. Their ideology; their historical development in the principal countries; and their main present problems. *Prerequisite: 221, 222.*

473. HISTORY OF ECONOMIC THOUGHT A critical presentation of significant economic theories from the beginning to the present time, viewed as an expression of the individuality of the great thinkers and of their historical background. *Prerequisite: 221, 222.*

478. ECONOMIC THEORY A study of the major fields of modern economic theory, with emphasis on the tools of economic analysis at the macroeconomic and microeconomic levels. Deductive and inductive methods are compared and contrasted. The theories of consumer demand, the business firm and market structures, income determination and distribution, and growth are presented. Tools of empirical analysis such as statistical techniques, econometrics, input-output, and other national accounting techniques are discussed. *Prerequisite: 221, 222.*

495. SEMINAR Individual reading program and preparation of reports for class presentation and discussion. Each semester's work will center around a particular subject or area of economics. *Prerequisite: Permission of the Chairman of the Department.*

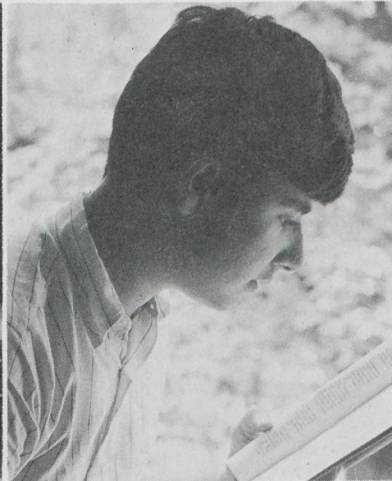
MAJOR: nine courses, including 221, 222, 229, 347, 473, and 478. In addition, Mathematics 111, 112, or the equivalent thereof, and either Mathematics 221 or 321, 322 are required.

MINOR: six courses, including 221 and 222.

NOTE: Students who plan to make economics their major field should take 221, 222 as early as possible, preferably in their sophomore year, in order to avoid later election difficulties. They should elect 229 not later than the junior year. Students planning to do graduate work in economics should elect Mathematics 131, 132, 321, 322 and if practicable, 231.

## EDUCATION

See Psychology and Education





# ENGLISH

Professors Bowden, Horlacher, Schiffman, *Chairman*, Sloane, and Warlow

Associate Professors J. Doebler and Wishmeyer

Assistant Professors B. A. Doebler, Gillespie,† and Hartshorn

Mrs. Conner, Mr. Marleski, and Mr. Smoller

The language and literature of the Anglo-American tradition are studied historically, by types, and in comparison with other arts and literatures. English majors should therefore take courses in art, history, music, philosophy, religion, and in foreign languages and literatures, both classical and modern. They should acquaint themselves with the best that has been thought and said and done in the world. English majors are afforded training in the basic disciplines of the field—history, criticism, and research.

101. ENGLISH COMPOSITION A course in effective writing; a study of grammar, rhetoric, and selected literary forms. *Required of all Freshmen except those with advanced standing who have been exempted by the Chairman of the Department.*

211. SURVEY OF ENGLISH LITERATURE I The growth of literary types and values against the background of history, from earliest times to the eighteenth century. Intensive study of the major English poets, prose-writers, and dramatists, especially Chaucer, Spenser, Shakespeare, Bacon, Donne, and Milton. *Open to Freshmen with permission of the Chairman of the Department.*

212. SURVEY OF ENGLISH LITERATURE II The growth of literary types and values against the background of history, from the eighteenth century to the present. Intensive study of the major English poets, prose-writers, and dramatists, especially Swift, Pope, Johnson and Boswell, the Romantics, the Victorians, Shaw, Yeats, and Eliot. *Open to Freshmen with permission of the Chairman of the Department.*

†*Sabbatical leave, fall semester, 1966*

213. LITERATURE OF THE WESTERN WORLD I Readings in English from a selected group of literary masters and masterpieces of the ancient and medieval periods of particular significance for Western culture, notably Homer, the Greek dramatists, Vergil, Dante, and Chaucer. *Open to Freshmen with permission of the Chairman of the Department.*

214. LITERATURE OF THE WESTERN WORLD II Readings in English from a selected group of literary masters and masterpieces of the Renaissance and modern periods of particular significance for Western culture, notably Montaigne, Rabelais, Cervantes, Erasmus, Molière, Voltaire, Goethe, Ibsen, and Dostoevsky. *Open to Freshmen with permission of the Chairman of the Department.*

225. ADVANCED COMPOSITION The techniques of purposeful writing, with special attention to the development of ideas and their critical appraisal through exposition. *Recommended for students in the College-Law School program and for those preparing to teach. Open to Freshmen with advanced standing in English.*

230. LITERARY SCHOLARSHIP AND CRITICISM Discussion of literary background materials and critical texts. Training in the techniques of literary scholarship leading to the effective presentation of critical views. *Open only to, and required of, students majoring or planning to major in English.*

235. HISTORY OF THE ENGLISH LANGUAGE The origins and growth of the English language from earliest times to the present; the sources of our vocabulary and the continuing processes of word creation and semantic change.

236. STRUCTURE OF THE ENGLISH LANGUAGE An intensive review of conventional grammar, with some attention to its historical development, and an introduction to the principles of structural linguistics. *Recommended for language students and for those preparing to teach English.*

281. CREATIVE WRITING Directed practice in the techniques of short fiction. *Prerequisite: Permission of the instructor.*

310. LITERATURE OF THE NON WESTERN WORLD Reading in English from a selected group of literary masters and masterpieces of China, India, Japan, Persia, the Moslem and Hebrew worlds, including Confucius, Laotse, Li Po, Basho, the Upanishads, the Shah Namah, Hebrew scriptures, the Koran, and Persian poets. *Prerequisite: One course from any of the following: English 213 or 214; Philosophy 232; History 219 or 220; or permission of the instructor.*

311. A SURVEY OF AMERICAN LITERATURE I Literary trends from Puritan times to the Civil War, with emphasis on major writers from Mather to Melville. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*

312. A SURVEY OF AMERICAN LITERATURE II Literary trends from the Civil War to the present, with emphasis on major writers from Whitman to Hemingway. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*

330. CLASSICAL AND BIBLICAL INFLUENCES IN ENGLISH LITERATURE Selections from classical and Biblical literature with critical consideration of their use from the Middle Ages to the twentieth century. Emphasis on the nature and function of myth and the uses of literary forms. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*

331. CHAUCER A study of Chaucer and his century, with emphasis on *The Canterbury Tales* and *Troilus and Criseyde*. *Prerequisite: 211, 212 or 213, 214.*

332. RENAISSANCE ENGLISH DRAMA The diversity of English drama from its medieval antecedents to the closing of the theatres in 1642, with emphasis on major figures such as Marlowe, Jonson, and Webster. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*

340. THE AGE OF ELIZABETH A study of nondramatic literature in the Elizabethan period, with emphasis on major figures such as Sidney, Shakespeare, and Spenser. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*

341. SHAKESPEARE I Early plays, comedies, and histories. *Prerequisite: Either 211 or 214.*

342. SHAKESPEARE II Problem comedies, tragedies, and romances. Offers a sampling of the principal critical approaches to Shakespeare, but primary emphasis is on the plays themselves. *Prerequisite: Either 211 or 214.*

353. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY The chief writers and movements from the age of Donne and Jonson to the Restoration, exclusive of Milton. Outside readings in the literature of the period. *Prerequisite: 211, 212 or 213, 214.*

354. MILTON A detailed study of the poetry and prose of John Milton. *Prerequisite: 353.*
367. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY I Representative English writers and tendencies of the neoclassic Augustan period, with emphasis on Dryden, Swift, and Pope. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
368. ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY II The later eighteenth century: sentiment and satire. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
370. THE ENGLISH NOVEL Advanced studies in the art of the novel, chiefly of the eighteenth and nineteenth centuries. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
371. ENGLISH LITERATURE OF THE ROMANTIC MOVEMENT Major writers and characteristics of the Romantic movement in England in the late eighteenth and early nineteenth centuries. *Not to be given in 1966-1967. Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
372. THE VICTORIAN AGE Major writers of the Victorian period, from Tennyson to Housman and Hardy. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
380. TWENTIETH CENTURY FICTION A study of contemporary fiction based on novels and, occasionally, short stories representative of American, English, and continental achievements and trends. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
381. TWENTIETH CENTURY AMERICAN AND BRITISH POETRY A study of important American and British poets and poetic tendencies. *Students should have completed two semesters of English, preferably in either 211, 212 or 213, 214.*
382. MODERN DRAMA The development of the contemporary theatre from Ibsen to the present, as seen in selected European, English, and American plays. *Prerequisite: 211, 212 or 213, 214; but may be elected concurrently with 212 or 214 by students who have a grade of at least B in 211 or 213.*
392. ADVANCED LITERARY CRITICISM Discussion of major literary critics, past and present, with emphasis on developing fruitful approaches to selected works of fiction, poetry, and drama. *Not to be given in 1966-1967.*

401. SEMINAR IN AMERICAN LITERATURE *Not to be given in 1966-1967.*

403. SEMINAR IN ENGLISH LITERATURE, A: BEFORE 1700

404b. SEMINAR IN ENGLISH LITERATURE, B: AFTER 1700

MAJOR (effective beginning with the class of 1966): ten courses numbered 200 or above in departmental course work, including either 211 and 212 or 213 and 214; 230; 341 or 342; and one course from each of the following groups:

Group 1: 331, 332, 340, 353, 354, 403

Group 2: 367, 368, 370, 371, 372, 404a

Group 3: 311, 312, 401

Group 4: 380, 381, 382, 404b

Group 5: 235, 236, 330, 392

In addition, students majoring in English are urged to enroll in History 243, 244, and in Fine Arts 101, 102. Students who hope to receive departmental honors must elect 531, 532 (Independent Studies and Honors course).

MINOR: six courses numbered 200 or above in departmental course work, including five courses in literature. Minors must elect 211, 212 or 213, 214, and at least two courses from the following group: 311, 312, 331, 341, 342, 353, 354, 367, 368, 371, 372, and 381.

NOTE 1: Students contemplating graduate work in English should acquire some knowledge of two foreign languages, preferably French and German, and if possible some knowledge of Latin. A course in literature outside the English department is also helpful.

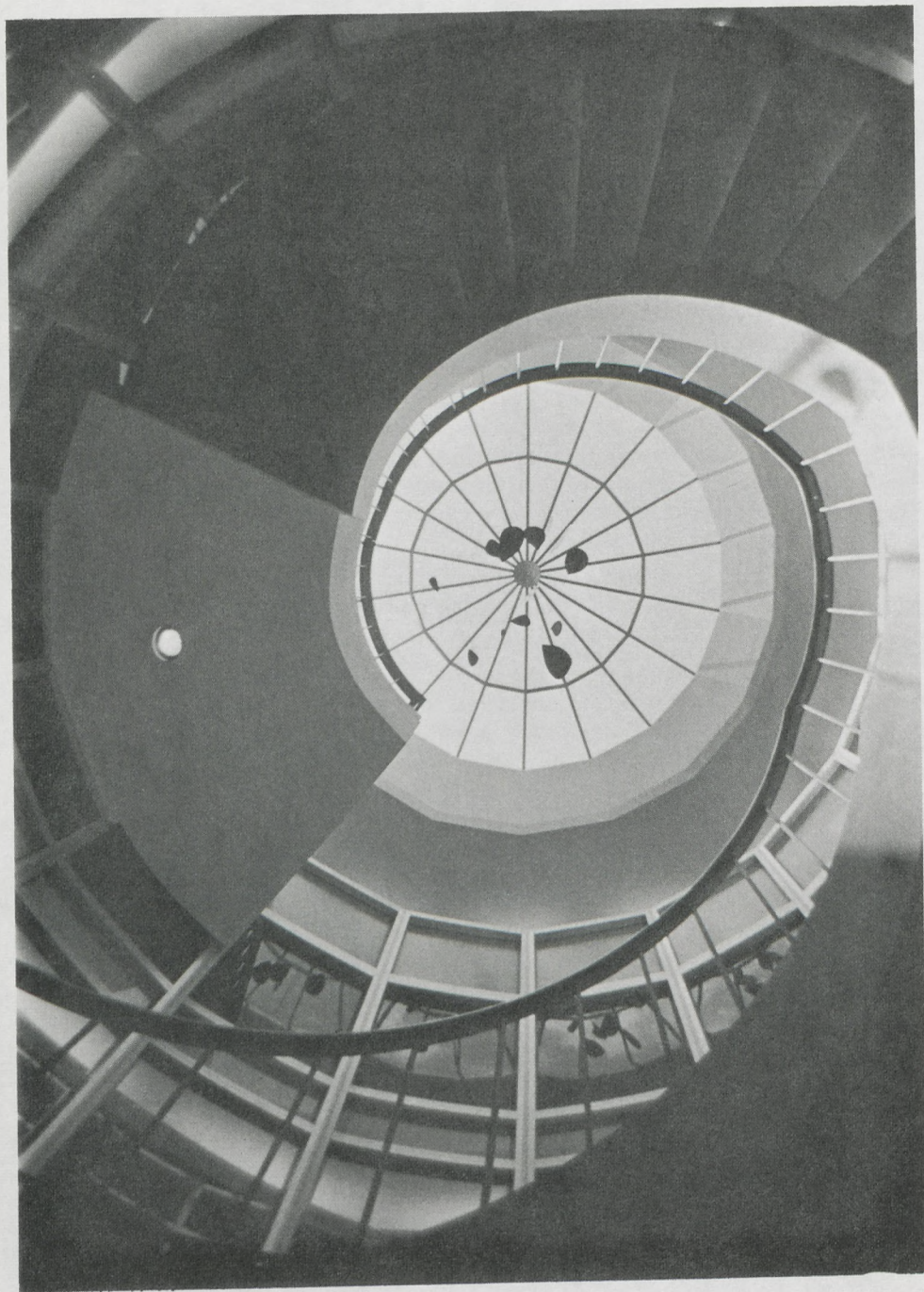
## FINE ARTS

Associate Professor Gordon, *Chairman*

Assistant Professors Cutler, Ludwig,† Parker, and Sabin

Courses in fine arts provide the student with objective methods of understanding the historical and aesthetic significance of the visual arts. Departmental offerings should be elected, wherever possible, in conjunction with related courses in history, music, philosophy, religion, and classical, foreign, and English litera-

†*On leave, 1966-67*



tures. The major in fine arts can provide a cornerstone to a meaningful liberal arts education. Either the major or the minor offers a disciplined introduction to the formal, iconographic and critical methods of art history for those students considering graduate study and careers in college teaching, museum administration, or architecture.

101, 102. AN INTRODUCTION TO THE HISTORY OF ART A survey of painting, sculpture, architecture, and the minor arts created by the world's leading civilizations. Relevant technical terms and objective methods of analysis are defined. In 101 examples are chosen from prehistoric, primitive, ancient, oriental, and medieval European art. In 102 the arts of Western Europe beginning with the Renaissance are considered.

202. ANCIENT ART The art and architecture of ancient Egypt, Mesopotamia, Greece, and Rome are considered with major emphasis devoted to the art of Greece and Rome. *Prerequisite: 101 or 102.*

203. MEDIEVAL ART European art and architecture of the Middle Ages, from the decline of the Roman Empire to the fourteenth century. Particular emphasis is placed on early Christian, Romanesque, and Gothic art. *Prerequisite: 101 or 102.*

204. NORTHERN RENAISSANCE ART A study of Flemish and German art in the fifteenth and sixteenth centuries. Special consideration is given to the work of Hubert and Jan Van Eyck, Roger van der Weyden, Memling, Bosch, Fouquet, and Sluter. In the sixteenth century the work of Durer, Grunewald, Bruegel, and Holbein will be considered. *Prerequisite: 101 or 102.*

207. FUNDAMENTALS OF PAINTING AND DESIGN A studio course consisting of eight hours of practical work a week: four hours supervised and four hours pursued independently. Instruction is offered in materials, several media of drawing and painting, composition, design and color theory. *This course does not count toward distribution requirements.*

301. ITALIAN RENAISSANCE ART Italian painting, sculpture, and architecture of the fifteenth and sixteenth centuries will be considered. The works of Ghiberti, Donatello, Bronelleschi, Masaccio, Leonardo, Piero delal Francesca, Raphael, and Michelangelo will be reviewed in some detail. Theoretical and critical writings of the period will be discussed. *Prerequisite: 101 or 102.*

302. **BAROQUE ART** European painting, sculpture, and architecture of the seventeenth century will be considered. Particular emphasis will be placed upon the works of Caravaggio, the Carracci, Bernini, Borromini, Rubens, Rembrandt, Vermeer, Valasquez, and Poussin. Critical and theoretical writings of the period will be discussed. *Prerequisite: 101 or 102.*

303. **MODERN ART** Painting of the nineteenth and twentieth centuries including some consideration of architecture. The movements in modern art from Impressionism to Pop Art will be reviewed. *Prerequisite: 101 or 102.*

304. **AMERICAN ART** The development of painting, sculpture, and architecture in America. Special consideration will be given to the problem of what constitutes an American style in the arts and the relationship between art and culture. *Prerequisite: 101 or 102.*

306. **THE HISTORY OF ARCHITECTURE SINCE 1400** A survey of Renaissance, Baroque, Rococo, Neo-Classical, nineteenth century, and contemporary architecture. Twentieth century innovations in space, structure, and design are considered in relation to the earlier European tradition. *Given in alternate years. To be given in 1966-1967. Prerequisite: 101 or 102.*

307. **ART HISTORICAL METHODS** Some considerations of the research tools of art historical analysis including bibliographical methodology and a study of the use of sources, secondary sources, and documents in art history. In addition, the major schools of art historical writing and theory since the Renaissance will be considered. *Prerequisite: 101 or 102.*

309. **ADVANCED PROBLEMS IN PAINTING AND DESIGN** A studio course extending the work of 207 by further individual work with the instructor. *Prerequisite: 207.* One-half course.

391, 392. **STUDIES IN ART HISTORY** Studies in selected topics of the history of art and architecture. The content of each course will be altered periodically. *Prerequisite: 101 or 102. Permission of the instructor is also required.*

401. **SEMINAR: ABSTRACTION AND NATURALISM IN EUROPEAN ART** A study of the stylistic movements in western art both toward and away from naturalism since the end of the Roman Empire. *Prerequisite: 101 or 102 and selected advanced courses. Permission of the instructor required.*

402. **SEMINAR: GERMAN PAINTING** A study of the development of German expressionism and its influence upon modern art. *Prerequisite: 101 or 102 and selected advanced courses. Permission of the instructor required.*

**MAJOR:** nine courses, including 101, 102, 301, 302, 307, and four additional courses numbered above 200. Independent and honors studies may be counted.



MINOR: six courses, including 101, 102, 307, and three additional courses numbered above 200.

NOTE: A reading knowledge of French and German is necessary for graduate work in the history of art. For those wishing to specialize in Antique and Medieval art in graduate school, Latin is necessary.

## GEOLOGY

Associate Professor Virgin, *Chairman*  
Assistant Professors Hanson and Mentzer

The course offerings in the Department of Geology offer a comprehensive view of the principal areas of the science of geology and experience in the fundamentals of geological investigation. This program is provided for students planning to proceed with graduate study or research in the field or to enter directly into positions for which geological training is a requisite, as well as to stimulate understanding and enjoyment of the region in which the student lives.

111, 112. PHYSICAL AND HISTORICAL GEOLOGY First semester: geological principles and external processes, including rock weathering and soils, river action and valley development, effects of glaciers, oceans, and volcanoes. Internal processes and their effects are examined, along with earth movement in mountain building, faulting, and folding. Second semester: the history of the earth, its changing features, and the development of its animal and plant inhabitants. Three hours' classroom and three hours' laboratory a week.

201. GEOMORPHOLOGY The description and interpretation of the relief features of the earth's continents and ocean basins with a comprehensive study of the basic geologic processes which shape them. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 111.*

203. ECONOMIC GEOLOGY    Covers the mineral fuels, coal, oil, and gas, the major ore deposits, and the building materials including their geographic distribution, geologic occurrence, origin, and uses. *Given in alternate years. To be given in 1967-1968. Prerequisite: 111.*

205. MINERALOGY    A course in descriptive mineralogy in which the various mineral groups are studied. Includes crystallography, general physical properties, and chemical and systematic mineralogy. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1967-1968. Prerequisite: 111 and Chemistry 131, 132 or concurrent registration therein.*

206. PETROLOGY    A systematic study of the modes of occurrence, origin, and classification of rock types. Laboratory studies will be focused on the megascopic identification of the common rocks. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1967-1968. Prerequisite: 205.*

207. INVERTEBRATE PALEONTOLOGY    A systematic study of the invertebrate fossil groups, their evolution, and their relationships to living animals. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 111, 112 or Biology 111, 112.*

208. STRATIGRAPHY AND SEDIMENTATION    A study of the origin, description, properties, classification, and methods of correlation of the stratified rocks and sediments. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 111, 112.*

301. STRUCTURAL GEOLOGY    Properties, relationships, and positions of the component rock masses of the earth. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 111, 112 and knowledge of trigonometry.*

302. FIELD GEOLOGY    A course in some of the basic geological field techniques, with the preparation of topographic and geologic maps and reports from data obtained by the student in the field. Two hours' classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 301.*

314. ENGINEERING GEOLOGY    The main purpose of the course is to provide geology students with a knowledge of those phases of geology, soil and rock mechanics, and other earth sciences which are necessary for work with civil engineers. *To be given in 1967-1968. Prerequisite: 111, 112 and permission of the instructor. One-half course.*

316. PHOTOGEOLOGY The geomorphic and geologic interpretation of aerial photographs and their use in field mapping. One hour of classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 201 and permission of the instructor.* One-half course.

318. OPTICAL MINERALOGY Crystal optics and the use of the polarizing microscope for the examination of minerals by the immersion method and rocks in thin section. One hour of classroom and three hours' laboratory a week. *Given in alternate years. To be given in 1967-1968. Prerequisite: 206 or concurrent registration therein.* One-half course.

320. GEOCHEMISTRY A systematic study of the chemistry of the earth, including principles governing the distribution and migration of the chemical elements as well as the abundance of the elements and atomic species in the earth, its aqueous envelope, and the atmosphere. *Given in alternate years. To be given in 1967-1968. Prerequisite: Chemistry 131, 132 and permission of the instructor.* One-half course.

MAJOR: nine courses including 111, 112, 205, 206, 301 and 302. In addition, Chemistry 131, 132 is required.

MINOR: six courses including 111, 112. Physics 105 may be counted toward this requirement.

NOTE: Any student desiring departmental recommendation for graduate work must also satisfactorily complete Mathematics 131, 132 and Physics 111, 112 or 131, 132.

## HISTORY

Professors Gates, Kellogg, *Chairman*, and Pflaum  
Associate Professor Young  
Assistant Professors Carson,† Garrett, and Rhyne

The offerings in history are planned to serve the following purposes: to inform the student interested in man's past, to acquaint

†*Sabbatical leave, spring semester, 1966-67*

him with the leading interpretations of his heritage, to encourage him to comprehend and utilize historical perspectives, and to introduce him to the methodology and techniques of historical analysis. Students elect courses in the department as a component of their liberal education, as a preparation for graduate study and for the teaching of history to complement their work in other disciplines, and to provide a background for such careers as law, journalism, and library science.

111, 112. HISTORY OF WESTERN CIVILIZATION The elements of continuity and the phases of change in the civilization that matured in Europe from its beginnings in the Near East and Greece to its current expansion into other areas of the world.

217, 218. AMERICAN HISTORY A survey of the colonial origins and national development of the United States from 1607 to the present. Some attention is given to interpretations by leading historians.

219. SOUTH ASIA: INDIA AND PAKISTAN Following a survey of the origin and formation of traditional Hindu civilization and the impact of Moslem culture, the emphasis is placed on nineteenth and twentieth century British India, with particular attention to the rise and triumph of nationalist movements.

220. EAST ASIA: CHINA AND JAPAN An introduction to the classical tradition of Chinese and Japanese civilizations followed by an analysis of the changes brought about by the impact of modernization in the nineteenth and twentieth centuries.

243, 244. ENGLISH HISTORY: 55 B.C. TO DATE First semester: the political and social evolution of England to the end of the seventeenth century. Second semester: Britain and the Empire to the present.

271. EIGHTEENTH CENTURY EUROPE: UTRECHT TO VIENNA, 1713-1815. Facets of the Enlightenment; intellectual ferment; expansion of Europe; the forces of revolution and the impact of Napoleon. *Given in alternate years. To be given in 1966-1967. Prerequisite: 112, or permission of the instructor.*

272. NINETEENTH CENTURY EUROPE: 1815 to 1914 Starts with the Congress of Vienna and proceeds with the reaction after 1815, the revolutions of the midcentury, unifications of Germany and Italy: problems of

nationalism, imperialism, liberalism; and concludes with diplomatic background for the First World War. *Given in alternate years. To be given in 1967-1968. Prerequisite: 112, or permission of the instructor.*

325. **MEDIEVAL HISTORY** The development of European civilization from the disintegration of Roman imperial authority to the late thirteenth century, with some attention to eastern Europe. *Given in alternate years. To be given in 1966-1967. Prerequisite: 111.*

326. **RENAISSANCE AND REFORMATION: 1300-1648** The transition from medieval to modern Europe interpreted with special attention to the interrelation of the economic, political, cultural, and religious forces of change. *Given in alternate years. To be given in 1967-1968. Prerequisite: 111.*

347. **AMERICAN COLONIAL HISTORY** English America from the epoch of settlement through the achievement of independence. Particular attention is given to the causes and consequences of the American Revolution. *Given in alternate years. To be given in 1967-1968. Prerequisite: 217.*

349. **AMERICAN INTELLECTUAL AND SOCIAL HISTORY** Representative selections from the colonial period to the twentieth century include topics such as the transit of culture from Europe, Tocqueville's America, Southern cultural nationalism, and the intellectual dissent of the 1920's. *Given in alternate years. To be given in 1967-1968. Prerequisite: 218.*

355. **TWENTIETH CENTURY AMERICAN HISTORY** The development of the United States since 1898 with emphasis upon reform movements and the assumption and implications of great power status. *Given in alternate years. To be given in 1966-1967. Prerequisite: 218, or permission of the instructor.*

357. **EUROPEAN INTELLECTUAL HISTORY** Main currents of Western thought from the Middle Ages to the present. The interaction of ideas and social development is stressed with attention to the influence of science and economic changes. Includes such topics as humanism, the scientific revolution, evolutionary thought, relativism, and contemporary criticism of the liberal tradition. *Given in alternate years. To be given in 1967-1968. Prerequisite: 112.*

†358. **19th-20th CENTURY EUROPEAN DIPLOMACY** European diplomatic history from the Congress of Vienna through World War II. *Prerequisite: 112.*

373, 374. **HISTORY OF RUSSIA** First semester: from earliest times to the reign of Nicholas II. Second semester: fall of the czardom, the Russian revo-

†Currently offered only in Bologna

lution, and the Communist state from Lenin to Khrushchev. *Prerequisite: 112, or permission of the instructor.*

376. TWENTIETH CENTURY EUROPE: SINCE 1914 Political, economic, and social sequels to Versailles; the challenge to European dominance and changing relations with Russia and the United States; the rise of totalitarianism to World War II and its consequences. *Prerequisite: 112 or permission of the instructor.*

381. DIPLOMATIC HISTORY OF THE UNITED STATES Emphasis upon the diplomacy of the early Republic, expansion, the emergence of the United States as a world power, and the use of collective security. *Given in alternate years. To be given in 1966-1967. Prerequisite: 217, 218, or permission of the instructor.*

387. AMERICAN CONSTITUTIONAL HISTORY The framing of the Federal Constitution and its historical development, with emphasis on evolving interpretation by the courts. *Given in alternate years. To be given in 1967-1968. Prerequisite: 217, 218 or permission of the instructor.*

388. AMERICAN HISTORY IN THE CIVIL WAR PERIOD The period from the end of the Mexican War through the Civil War. The background is treated and attention is directed to both military and nonmilitary aspects. *Given in alternate years. To be given in 1966-1967. Prerequisite: 217, or permission of the instructor.*

389. SEMINAR IN EUROPEAN HISTORY: SELECTED TOPICS *Given in alternate years. To be given in 1966-1967. Prerequisite: Permission of the instructor.*

390. SEMINAR IN AMERICAN HISTORY: SELECTED TOPICS *Given in alternate years. To be given in 1967-1968. Prerequisite: Permission of the instructor.*

490. HISTORIOGRAPHY Analysis of the major interpretations of history, e.g., economic, idealistic, biographic approaches to the understanding of the past. Representative writings of historians of the past and present are used to illustrate differing points of view. *Prerequisite: 111, 112, 217, 218.*

491. HISTORY SEMINAR An introduction to the craft of this historian. Includes discussion of theories on the meaning of history and study of research methods involving the solution of selected problems. *Prerequisite: 111, 112, 217, 218, and at least a 3.00 average in history.*

MAJOR: nine courses, including 111, 112, 217, 218, either 490 or 491 and, two courses from one of the following groups and one course from the other group:

Group A: 243, 244, 271, 272, 325, 326, 357, 373, 374, 376, 389.

Group B: 347, 349, 355, 381, 387, 388, 390.

NOTE 1: Any one of the following courses may be substituted for one of the courses in Group A: Classical Studies 251, 252, 253, or 254.

NOTE 2: A reading knowledge of French and German is necessary for those contemplating graduate work.

MINOR: six courses, including 111, 112, 217, and 218.

## LAW

See pages 23, 26–27

## MATHEMATICS

Professors Kerr† and Nelson

Associate Professors W. Benson, Light, and Martin, *Chairman*

Assistant Professors Baric and Kneen‡

Messrs. Schwartz and Stegink

The Major program in mathematics is designed to prepare students for graduate study, for secondary school teaching, or for work in industry. The basic courses in calculus (151, 152, 251, 252) and the Introduction to Modern Mathematics should be completed during the freshman and sophomore years. The basic course for all higher mathematics, Modern Algebra, should be taken in the junior year. The student who intends to go to graduate school should take topics in Analysis and Topology and as much additional mathematics as his schedule will permit. The student who intends to teach should take Modern Geometry and Statistics. The student who intends to go directly into industry should take Mathematical Physics, Statistics and Numerical Methods.

†*Sabbatical leave, 1966–67*

‡*On leave, 1966–67*

\*111, 112. **PRINCIPLES OF MATHEMATICS** This course is designed to afford the nonscience student a reasonable grasp of modern mathematical principles and procedures. It can serve as a foundation for further study of mathematics for either science or nonscience students who are insufficiently prepared to enter upon the calculus. It seeks to acquaint the student with abstract mathematical thinking. Commencing with work in the basic ideas of sets and logic, it will pursue the structure of the mathematics of number fields, equations and inequalities, functions, analytic geometry, trigonometry, and probability. *These courses do not count toward the requirements of a major or minor.*

\*131, 132. **CALCULUS AND ANALYTIC GEOMETRY I, II** This is a conventional course in analytic geometry and the calculus designed to continue the student's education in the nature of mathematics as an edifice of logic and to assure him firm grounding in the principles and applications of the differential and integral calculus of a function of a single real variable.

\*151, 152. **CALCULUS AND ANALYTIC GEOMETRY I, II** This course presents a rigorous development of the differential and integral calculus of functions of one variable with selected applications and topics in analytic geometry. Students who intend to major in mathematics or who are interested in a theoretical development of calculus should register for this course.

201, 202. **SPECIAL TOPICS** Topics will be chosen from number theory, introductory calculus, probability, or applications of mathematics to the social or life sciences. *Prerequisite: One year of college mathematics.* One-half or one course.

221. **ELEMENTARY STATISTICS** Primarily for students in the social and life sciences, this course presents the basic tools for statistical analysis of data. It is an introduction to descriptive statistics and statistical inference. Included are such topics as measures of central tendency and of dispersion, tests of hypotheses, correlation and time series. *Prerequisite: 112 or its equivalent. This course does not count toward the requirements of a major or minor.*

231. **CALCULUS AND ANALYTIC GEOMETRY III** This course is a continuation of Math 131, 132 and includes topics in solid analytic geometry, the calculus of functions of several varieties, and infinite series. *Prerequisite: 132 or 152.*

251. **CALCULUS AND ANALYTIC GEOMETRY III** This course is a continuation of Math 151, 152 and includes infinite series, calculus of functions of several variables, and topics in solid analytic geometry. *Prerequisite: 152 or its equivalent.*

252. **DIFFERENTIAL EQUATIONS** This is a study of elementary differential equations. Included are methods of solving selected ordinary dif-



ferential equations of the first and second orders, linear differential equations, and numerical and series solutions. *Prerequisite: 231 or 251.*

\*261, 262. INTRODUCTION TO MODERN MATHEMATICS This course is intended to introduce the student to the language, content, and deductive techniques of selected areas of advanced mathematics. The first semester will consist of an introduction to formal logic and the language of sets with applications to analysis, the theory of numbers, and to geometry. The second semester will be an introduction to modern algebra. *Prerequisite: 132 or 152, or permission of the instructor. The prospective mathematics major should take this course (along with calculus) in his sophomore year.*

\*321, 322. STATISTICS The purpose of this course is to present the basic concepts of probability and statistics in a precise mathematical form. After a discussion of probability and probability distributions, such topics as expectation, estimations, and tests of hypotheses will be considered. *Prerequisite: 231 or 251.*

332. NUMERICAL METHODS This course is an introduction to the mathematical techniques of use in the computer field. Topics discussed will be approximation, interpolation, numerical differentiation and integration, and least square techniques. *Prerequisite: 252.*

\*341, 342. MATHEMATICAL PHYSICS Development of mathematical methods of analysis with their application to problems in classical and modern theoretical physics. The topics studied include the use of Laplace transforms in the solution of differential equations, series solutions of differential equations, Bessel and Legendre functions, advanced vector analysis, Green's theorem and Stoke's theorem, Fourier series, and solutions of partial differential equations and boundary value problems. Three lectures a week. *Prerequisite: 252; Physics 231 or 311 or 411 or concurrent registration therein.* Also called Physics 341, 342.

\*351, 352. ABSTRACT ALGEBRA This course presents the basic methods and results of abstract algebra for the student of mathematics who requires or desires an understanding of the abstract systems underlying nearly all of modern mathematics. It is an introductory treatment of fundamental algebraic theories and will include selected topics in groups, rings, fields, and vector spaces. *Prerequisite: 262 or its equivalent.*

401, 402. SPECIAL TOPICS Topics will be chosen from applied mathematics or some specialized area of advanced mathematics, depending on the interests of the staff and the students. *Prerequisite: Permission of the instructor.* One-half or one course.

\*451, 452. **TOPICS IN ANALYSIS** This course is designed to introduce the student to modern analysis. Basic properties of the real and the complex number systems will be analyzed. The concepts of limit, derivative and integral, will be studied in detail. Other topics will include real-valued functions of a real variable which are of bounded variation, holomorphic functions. Cauchy-Riemann equations, elementary functions of a complex variable and mappings by such functions, the Taylor and Laurent series, uniform convergence, power series, residues and poles, and conformal mappings. *Prerequisite: 252 and 261.*

\*461, 462. **TOPICS IN GEOMETRY** At least one semester of the geometry sequence will be topology. The other semester will be in an area from the foundations of geometry, projective geometry, differential geometry, or topology. *Prerequisite: 262.*

**MAJOR:** ten courses, including 351, 352, and at least two other courses numbered above 300. In addition, Physics 111, 112 or 131, 132 is required.

**MINOR:** six courses.

**NOTE 1:** For those students who intend to declare mathematics their major, the final examination in 231 or 251 (third-semester calculus) will be a comprehensive examination in calculus and analytic geometry. Each student will be required to pass this examination before he is accepted as a major.

**NOTE 2:** It is recommended that every mathematics major:

- a. Continue his study of physics;
- b. Satisfy his language requirement in German, French, or Russian;
- c. Take courses in philosophy, particularly Philosophy of Science.

## MILITARY SCIENCE

PMS: Lieutenant Colonel Selander  
 Asst. PMS: Captain Buzzell and Captain Spain  
 Enlisted Instructor: Master Sergeant Eaton

101. **MILITARY SCIENCE I** Drill and Command; Organization of the Army and ROTC; Individual Weapons Marksmanship; American Military

History. Three hours' classroom and two hours' Leadership Laboratory per week. Classroom work for one semester only—Leadership Laboratory both semesters.

211. MILITARY SCIENCE II Drill and Command; Topography and Aerial Photograph Interpretation; Basic Tactics; U. S. Army in National Security. Three hours' classroom and two hours' Leadership Laboratory per week. Classroom work for one semester only—Leadership Laboratory both semesters.

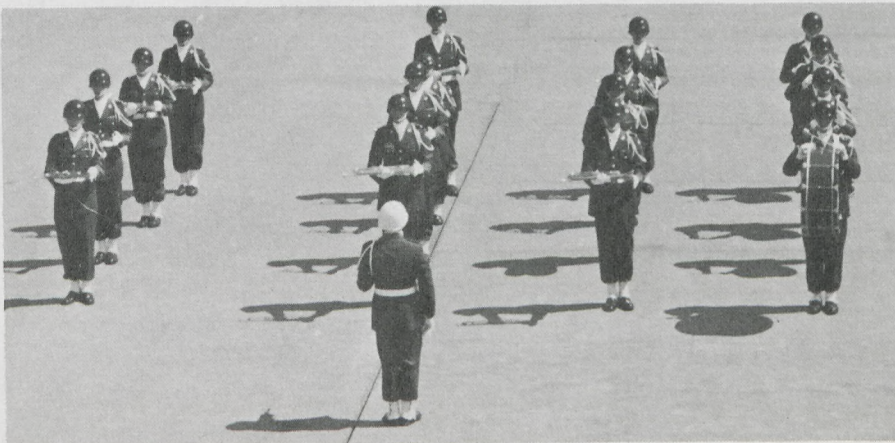
321-322. MILITARY SCIENCE III Drill and Command; Leadership; Branches of the Army, Small Unit Tactics and Communications. Two hours' classroom and two hours' Leadership Laboratory per week. One-half course each semester.

431-432. MILITARY SCIENCE IV Drill and Command; Command and Staff; Logistics; Military Teaching Principles; Personnel Management (military administration, military justice); Service Orientation (role of the United States in world affairs, leadership, officer indoctrination). Three hours' classroom and two hours' Leadership Laboratory per week.

NOTES 1: Enrollees successfully completing MS III are required to attend camp under direct Army supervision for six weeks, normally in the summer between their junior and senior years.

2: A basic summer camp is conducted in conjunction with the 2-year ROTC program during the summer between the sophomore and junior years. Students who have transferred from colleges not offering ROTC, or who have not completed MS I and MS II, are eligible to apply for the basic summer camp. Students who complete it satisfactorily are eligible for MS III. Applications should be made by March 15.

3: Advanced standing in Military Science will be given to students with previous military instruction or experience. Students interested should consult the PMS.



## MODERN LANGUAGES AND LITERATURES

Professors Angiolillo, *Chairman*, Kennedy, and Kirk  
Associate Professor Bogojavlensky and Associate Professor Em-  
eritus Royce  
Assistant Professors Barrick, Fox, Henderson, Martinez, and  
Sokolowski  
Visiting Assistant Professor Zobel  
Miss Bitton, Messrs. de Repentigny, Rollfinke, and Steinberg

The courses in modern languages are designed to provide well-balanced training in the language, literature, and civilization for those who elect a major or minor in the department. Those who do not wish to meet the requirements for a major or minor may elect any courses for which they have the prerequisites as stated in the description of the courses. All elementary and intermediate language courses include three hours' classroom and at least one hour of language laboratory.

### FRENCH

101-102. ELEMENTARY FRENCH—Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading.

\*111, 112. INTERMEDIATE FRENCH    Emphasis on oral work. Readings and composition. *Prerequisite: 102 or the equivalent.*

\*231, 232. FRENCH CONVERSATION AND COMPOSITION    This course offers greater facility and advanced practice in speaking, understanding, and writing the language used in everyday situations. Initiation to some of the cultural aspects of the country through oral and written reports in the language. Careful attention to grammar and style. Supplementary oral drill through the use of the language laboratory at the discretion of the instructor on a to-be-announced basis. Class conducted in French. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

233, 234. SURVEY OF FRENCH LITERATURE A study of masterpieces of French literature. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

\*341, 342. ASPECTS OF FRENCH CIVILIZATION A study of French history and culture from the beginnings to the present. Intensive oral work. Written composition with attention to grammar and style. Conducted in French. *Prerequisite: 232, or the equivalent.*

351, 352. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY Reading and discussion of representative works of important writers of the century. Collateral readings and reports. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

353, 354. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY Reading and discussion of representative works of important writers of the century. Collateral readings and reports. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

355, 356. FRENCH LITERATURE OF THE NINETEENTH CENTURY Reading and discussion of representative works of important writers of the century. Collateral readings and reports. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

357, 358. FRENCH LITERATURE FROM 1900 TO THE PRESENT Reading and discussion of representative works of important writers of the period. Collateral readings and reports. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

NOTE: For requirements of major and minor, see page 95.

## GERMAN

101-102. ELEMENTARY GERMAN Study of the fundamentals of German grammar. Reading of short stories and poetry. Emphasis on oral expression.

\*111, 112. INTERMEDIATE GERMAN Review of the fundamental principles of grammar. Intensive reading of prose and poetry, with emphasis on vocabulary building. Oral practice based on material read. *Prerequisite: 102 or the equivalent.*

\*231, 232. GERMAN CONVERSATION AND COMPOSITION The course aims to give the student a greater facility and advanced practice in

speaking and understanding the German language as used in everyday situations. Course includes cultural topics, compositions, and speeches, with the attention focused on grammar; course conducted in German. Laboratory work may be required at the discretion of the instructor. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

233, 234. SURVEY OF GERMAN LITERATURE An introduction to German literature presenting its development from the earliest period to the present time. Lectures and discussions on readings from representative works. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

301. THE HISTORY OF GERMAN THOUGHT A study of the important intellectual movements in German history from the Middle Ages to the present day with emphasis on philosophy, religion, education, literature, and art. Lectures conducted in German. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

305, 306. THE AGE OF GOETHE Lectures and discussions on and readings of the chief works of Lessing, Schiller, Goethe, and certain of their contemporaries with a view to an understanding of the periods of Enlightenment, Storm and Stress, Classicism, and the beginning of Romanticism. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

309. GERMAN ROMANTICISM A study of representative works of authors of the Romantic movement in German literature from the Schlegel brothers to Heine. Attention will also be given to the Romantic philosophers. Lectures in German. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

310. GERMAN LYRIC POETRY A study of German poetry through the ages. The course will concentrate on the interrelation of form, subject matter, and ideas. Reading will include Walter von der Vogelweide, Goethe, Schiller, Hölderlin, Novalis, Eichendorff, Heine, Mörike, George, Rilke, and Brecht. Lectures in German. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

311. THE GERMAN NOVELLE A study of significant examples of this typically German literary genre from Goethe to Kafka. Readings to include such figures as Kleist, Eichendorff, Keller, Thomas Mann, Borchert. Lectures conducted in German. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

312. MODERN GERMAN DRAMA A study of the German drama from the end of the nineteenth century to the present. Selected plays of Hauptmann, Hofmannsthal, and other twentieth century authors, including Brecht

and Durrenmatt, will be read and discussed. Lectures in German. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

313. SEMINAR IN GERMAN LITERATURE A thorough investigation of a major figure or major development (chosen at the discretion of the instructor and in consultation with the majors) in German literature with emphasis on seminar reports and discussions. *Given in alternate years. To be given in 1967-1968. Prerequisite: Major in German.*

NOTE: For requirements of major and minor see page 95.

## ITALIAN

101-102. ELEMENTARY ITALIAN Thorough review in grammar. Special attention given to pronunciation and oral work. Composition and graded readings.

\*211, 212. INTERMEDIATE ITALIAN Grammar review. Reading and Composition. Emphasis on oral work. *Prerequisite: 102, or the equivalent.*

## RUSSIAN

101-102. ELEMENTARY RUSSIAN Thorough drill in grammar. Special attention given to pronunciation and oral work. Composition and graded readings.

\*211, 212. INTERMEDIATE RUSSIAN Grammar review. Reading and composition. Emphasis on oral work. *Prerequisite: 102, or the equivalent.*

\*331, 332. RUSSIAN CONVERSATION AND READING Practice in everyday conversation. Reading and discussion of short works by well-known Russian authors. Conducted in Russian. *Given in alternate years. To be given in 1966-1967. Prerequisite: 212, or the equivalent, with a grade of at least C.*

\*333, 334. MASTERPIECES OF RUSSIAN LITERATURE Reading and discussion of representative works by classic, modern, and Soviet authors. Conducted in Russian. *Given in alternate years. To be given in 1967-1968. Prerequisite: 212, or the equivalent, with a grade of at least C.*

352. RUSSIAN LITERATURE IN TRANSLATION The course will mainly center on the nineteenth and early twentieth century. Special at-

tention will be given to works of social, political, and religious thought, within historical context. By means of a thorough introduction, the earlier periods will be covered, so as to provide necessary background knowledge. Selected works from the Soviet period will be read in conclusion. *To be given in 1966-1967.*

NOTE: For requirements for minor see page 95.

## SPANISH

101-102. ELEMENTARY SPANISH Drill in sentence patterns. Special attention to pronunciation and oral work. Composition and reading.

\*111, 112. INTERMEDIATE SPANISH Emphasis on oral work. Readings and composition. *Prerequisite: 101-102, or the equivalent.*

\*231, 232. SPANISH CONVERSATION AND COMPOSITION This course offers greater facility and advanced practice in speaking, understanding, and writing the language used in everyday situations. Initiation to some of the cultural aspects of the country through oral and written reports in the language. Careful attention to grammar and style. Supplementary oral drill through the use of the language laboratory at the discretion of the instructor on a to-be-announced basis. Class conducted in Spanish. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

233, 234. SURVEY OF SPANISH LITERATURE A study of masterpieces of Spanish literature. *Prerequisite: 112, or the equivalent, with a grade of at least C.*

\*341, 342. ASPECTS OF SPANISH AND SPANISH-AMERICAN CIVILIZATION A study of general aspects of the history and culture of Spain and Spanish influence in the Western Hemisphere. Intensive oral work. Written composition with special attention to grammar and style. Conducted in Spanish. *Prerequisite: 232, or the equivalent.*

351, 352. SPANISH LITERATURE OF THE GOLDEN AGE Reading and discussion of representative works of important writers of the Golden Age. Collateral readings and reports. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

355, 356. SPANISH LITERATURE OF THE NINETEENTH CENTURY Reading and discussion of representative works of important writers of the century. Collateral readings and reports. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*



357, 358. SPANISH LITERATURE FROM 1900 TO THE PRESENT  
Reading and discussion of representative works of important writers of the period. Collateral readings and reports. *Given in alternate years. To be given in 1967-1968. Prerequisite: 234, or the equivalent.*

371, 372. SPANISH-AMERICAN LITERATURE A course designed to give the student a survey of Spanish-American literature and civilization and an introduction to some of the more important authors from the colonial period to the present. *Given in alternate years. To be given in 1966-1967. Prerequisite: 234, or the equivalent.*

MAJOR: ten courses numbered 111 or above, including 341 and 342 (231, 232, 301, and 313 German), are required.

MINOR: six courses numbered 111 or above, including 231 and 232 (Russian—six courses numbered 200 or above), are required.

NOTE: To elect a major, a student must have attained an inclusive average of at least 2.00 in all French, German, or Spanish courses taken in College.

## MUSIC

Assistant Professors Kudlawiec and Posey, *Chairman*  
Mr. Bullard

Courses in music are offered in the belief that musical styles and forms are neither accidents nor processes divorced from other aspects of man's evolution, but are reflections of his best thought throughout the ages, and therefore constitute a history of ideas. Instruction in music is available to students whose interest is of a general nature and to students who anticipate graduate or professional study. The offerings of the department are designed to enable students to acquire a balanced program of study in the basic disciplines of music through training in the theory (or technical elements) of music, acquaintance with its

history and literature, and advanced performing experience through participation in vocal and instrumental ensembles.

101, 102. HISTORY OF MUSIC An introductory course in music designed to train students in intelligent listening through discussion and analysis of selected representative works from plainsong through contemporary music. The primary objective of the course is to provide the student with such knowledge and understanding that may lead to an intelligent lifelong interest in music.

\*205, 206. INTRODUCTION TO THE THEORY OF MUSIC A survey of the elementary materials of music. The student is acquainted with some fundamental means of organizing these materials through firsthand contact with simple problems in melodic, contrapuntal, and harmonic techniques. *Given occasionally. Prerequisite: 101 or 102.*

\*225, 226. HARMONY An introduction to the basic elements of harmony by means of discussion, analysis, and written exercises, complemented by intensive drill in sight singing, ear training, and keyboard harmony. *Prerequisite: 101 and 102, or concurrent registration therein.*

301. TWENTIETH-CENTURY MUSIC A survey of the major trends in music during the twentieth century. *Open to sophomores with the permission of the instructor. Given in alternate years. To be given in 1966-1967.*

302. HISTORY OF OPERA A survey of operatic literature from its inception to the present. *Open to sophomores with the permission of the instructor. Given in alternate years. To be given in 1967-1968.*

303. INSTRUMENTAL MUSIC A discussion of selected topics in instrumental music, e.g., symphonic literature, chamber music, and keyboard literature. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with permission of the instructor. Given in alternate years. To be given in 1967-1968.*

304. VOCAL MUSIC A discussion of selected topics in vocal music, e.g., choral literature, history of the art song, and music of the theatre. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with permission of the instructor. Given in alternate years. To be given in 1967-1968.*

305. BIOGRAPHICAL STUDIES A study of the life and works of a major composer, e.g., Bach, Beethoven, Mozart, or Bartok. The content of the course will be altered from year to year in order to provide a diversity of subject matter. *Open to sophomores with the permission of the instructor. To be given occasionally. To be given in 1966-1967.*

345, 346. COUNTERPOINT Study of the contrapuntal practice of several polyphonic periods, emphasizing analysis and written exercises. *Prerequisite: 226.*

351. SEMINAR IN MEDIEVAL AND RENAISSANCE MUSIC Study of the principal styles and forms of music from plainsong to ca. 1600. *Given in alternate years. To be given in 1966-1967. Prerequisite: 226.*

352. SEMINAR IN BAROQUE MUSIC Study of the principal styles and forms of music from ca. 1600 to 1750. *Given in alternate years. To be given in 1966-1967. Prerequisite: 226.*

353. SEMINAR IN CLASSIC AND ROMANTIC MUSIC Study of the principal styles and forms of music from ca. 1720 to ca. 1900. *Given in alternate years. To be given in 1967-1968. Prerequisite: 226.*

354. SEMINAR IN TWENTIETH-CENTURY MUSIC Study of the principal styles and forms of music from ca. 1900 to the present. *Given in alternate years. To be given in 1967-1968. Prerequisite: 226.*

495, 496. SENIOR SEMINAR Studies in music history and advanced theory, conducted through regular conferences and assigned writing. Open to seniors majoring in music who have demonstrated their ability to pursue independent research in at least two courses from this group: 351, 352, 353, 354. *Prerequisite: Permission of the Chairman of the Department.*

COLLEGE CHOIR A mixed choir open through audition to everyone in the college community. Several major choral works are performed each year at Dickinson and at other colleges. *Prerequisite: Permission of the Director. Noncredit.*

CHAPEL CHOIR This ensemble, carefully selected for vocal potential and musicianship, offers sacred music for the college chapel worship each Sunday and presents special programs with the College Choir. *Prerequisite: Permission of the Director. Noncredit.*

THE COLLEGIUM MUSICUM A small, select group of singers and instrumentalists drawn from the student body and faculty for the purpose of studying and performing masterpieces composed for small ensembles. *Prerequisite: Permission of the Director. Noncredit.*

THE CONCERT BAND A symphonic wind ensemble offering instrumentalists on the campus the experience of playing the finest music from the band repertoire. *Prerequisite: Permission of the Director. Noncredit.*

**THE STAGE BAND** An ensemble, composed of five saxes, eight brass, and four rhythm, devoted to the performance of the best in big-band jazz. *Prerequisite: Permission of the Director. Noncredit.*

**THE COLLEGE—COMMUNITY ORCHESTRA** Open to students at the college and to instrumentalists from the surrounding area interested in the performance and study of the best in orchestral literature. *Prerequisite: Permission of the Director. Noncredit.*

**CHAMBER MUSIC ENSEMBLE** Open to those instrumentalists interested in the performance and study of chamber music literature. *Prerequisite: Permission of the Director. Noncredit.*

**MAJOR:** ten courses, including 101, 102, 225, 226, 345, 346, and four additional courses numbered above 350.

**MINOR:** six courses, including 101, 102, 225, 226, and two additional courses from the following group: 345, 346, 351, 352, 353, and 354.

**NOTE:** Students planning to major in music should complete 225–226 during their sophomore year. A knowledge of French and German is necessary for graduate study in music.

## PHILOSOPHY

Associate Professor Ferré, *Chairman*  
Assistant Professors Allan and Allshouse

Courses in philosophy teach students how to think critically and coherently about some of the most fundamental problems of life and the universe. Important answers to these problems are examined both for their cultural historical importance and for their value in aiding each student form his own philosophic ideas. Majors in philosophy are offered a central liberal arts education which, in addition to its intrinsic value, can provide, with appropriate related work, excellent preparation for graduate study and

teaching in several fields and the basis for careers in such areas as the law, the ministry, or in policy-making positions of many kinds.

Students lacking a specified prerequisite course may qualify to enter an advanced course by satisfying the instructor of mastery of a short bibliography drafted by the department to encourage independent preparation for the course.

111. INTRODUCTION TO PHILOSOPHY An exploration of the chief problems of philosophy with special emphasis on primary source readings and discussion. Topics examined include the status of morality and of values in general, the character of ultimate reality, and the nature of human "knowledge" about these and other topics. *This course should be taken as a foundation for all other offerings in this field (except Philosophy 121).*

121. LOGIC The principles and conditions of correct thinking. A careful examination is made of the nature of proof and the detection of fallacies. The laws of correct reasoning, deductive and inductive, are applied to thinking in everyday life. In the latter part of the course, methods of symbolic logic and of scientific investigation receive special attention. *This course does not count toward distribution requirement I. 1. for B. S. degree.*

132. ETHICS A critical examination of the major ethical theories, with emphasis on the attempt to determine the status of moral values as objective or subjective, absolute or relative. *Prerequisite: 111 or permission of the instructor.*

234. ORIENTAL PHILOSOPHY A study of the nature of the philosophical traditions of the Orient. Primary attention is given to the Vedanta System and its relation to Indian culture, and to Buddhism and its relation to Chinese and Japanese culture. *Prerequisite: 111 or permission of the instructor.*

240. PHILOSOPHY OF RELIGION An attempt to understand religion through the application of philosophic methods, including a critical examination of possible solutions to some persistent religious problems such as the existence of God, religious knowledge, the problem of evil, free will, and immortality. *Prerequisite: 111 or major standing in Religion or permission of the instructor.*

241, 242. HISTORY OF PHILOSOPHY A critical examination of the great sweep of philosophic development within Western civilization from the beginnings of philosophy until the nineteenth century. Readings are chosen from key primary sources. The first semester includes study of the germinal pre-Socratics, some of the most important of the Platonic dialogues, selections

from Aristotle, and outstanding medieval philosophers. The second semester deals with crucial developments in Western thought from the origin of modern philosophy, including Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant. *Prerequisite: 111 or permission of the instructor.*

331. AESTHETICS An attempt to understand all the forms of art through the use of philosophical methods, including a critical study of the more important classical and modern theories of beauty and related values. *Prerequisite: 111 or major standing in the Humanities or permission of the instructor.*

332. SOCIAL PHILOSOPHY An investigation into the ontology of history and society. Topics may include historical explanation, speculative philosophy of history, the problem of freedom and order, the philosophy of dialectical materialism. Special attention is given to a critical examination of the methods of the social sciences. *Prerequisite: 111 or major standing in the Social Sciences or permission of the instructor.*

337. PHILOSOPHY OF SCIENCE An attempt to understand science as one of mankind's great intellectual creations. Emphasis is placed on the conceptual structures and methods used in scientific thinking, the relations between the particular sciences, and the logical character of scientific laws, theories, and presuppositions. General questions about knowledge, values, and ultimate beliefs are also explored in relation to the procedures and findings of the sciences. *Prerequisite: 111 or 121 or major standing in the Natural Sciences or Psychology or permission of the instructor.*

343. CONTEMPORARY PHILOSOPHY A study of the present philosophical situation with emphasis on recent forms of pragmatism, positivism, and existentialism. Special attention is given to the thought of Dewey, Whitehead, Russell, and Sartre. *Prerequisite: 111 or permission of the instructor. 241, 242 is recommended but not required.*

352. EPISTEMOLOGY A critical systematic study of various theories of knowledge with emphasis on contemporary expressions of great historical traditions. *Alternates with 354. To be given in 1966-1967. Prerequisite: 111 or permission of the instructor.*

354. METAPHYSICS A critical and systematic study of various theories of ultimate reality with emphasis on modern expressions of great historical traditions, including views on the nature of the metaphysical enterprise itself. *Alternates with 352. Prerequisite: 111 or permission of the instructor.*

391, 392, 393, 394. SEMINAR A reading and conference course in advanced topics in philosophy. Two courses offered each year. *Prerequisite: Permission of the Chairman of the Department.*

SYMPOSIUM Monthly informal discussion on selected topics of mutual interest. Attended by all members of the philosophy and religion faculty. *Open to majors in philosophy or in religion, and to others by invitation. Non-credit.*

MAJOR: nine courses, including 111, 121, 241, 242, and at least two courses from the following group: 391, 392, 393, and 394.

MINOR: six courses.

## PHYSICAL EDUCATION

Associate Professors DuCharme, *Chairman*, Eavenson, and Seibert

Assistant Professors Barber, Gobrecht, and Lezzer‡

Mrs. Albert, Mr. Ashnault, Mr. Marshall, and Mr. Nickey

Physical education is required of all men and women. This work is scheduled in the freshman and sophomore years, two hours each week, for each semester. For transfer students, proof of satisfactory completion of the equivalent amount of physical education must be presented. Credit in physical education will be given for previous military service on the basis of two semesters for each six months of military service. Credit for Leadership Laboratory in the ROTC program will also be given on the basis of one semester of Physical Education for each semester of ROTC Leadership Laboratory. *The total of four semesters in physical education required for graduation must be met by the end of the Junior Year.*

‡On leave, 1966-67

**FRESHMEN:** The work is composed of instruction and practice in those activities which will provide for physical fitness of the individual, such as formal calisthenics, tumbling, dancing, women's field hockey, touch football, volleyball, softball, and swimming.

**SOPHOMORES:** The work is composed of instruction and practice in individual activities of a nature that will have a definite carry-over value, such as golf, tennis, badminton, swimming, squash, horseback riding, archery, bowling, first aid.

## PHYSICS AND ASTRONOMY

Professors Long, *Chairman*, Sia,† and Yeagley  
Associate Professor K. Laws  
Assistant Professor P. Laws

The Department of Physics and Astronomy aims to develop in the student an understanding of the basic phenomena of the physical world and the ability to use rigorous quantitative methods in their description and organization. For the student with professional aims in science the department offers courses leading to a strong major in physics; students planning to go on to graduate school are invited to participate in the department's independent studies program.

Students of biology, chemistry, geology, mathematics, and medicine will find the foundations offered by Physics 111, 112, 231, and 232 of great value. Students who plan to major in physics or who plan to participate in the five-year engineering program are advised to take Physics 131, 132 in their freshman year, Physics 231 and 232 in their sophomore year, and Physics 311, 312 in their junior year.

103. INTRODUCTION TO PHYSICS AND ASTRONOMY I The basic principles of the Newtonian physics and astronomy; including an analysis of

†*Sabbatical leave, Spring Semester, 1966-67*



motion, the conservation laws of physics, aspects of thermodynamics, and the development of an atomic theory of matter. Three hours' classroom a week.

*This course (and 104 following) will not satisfy the one year laboratory science distribution requirement. They will, however, count toward the third and fourth required courses in Distribution III, Group (2), for candidates for the A.B. degree who have met their laboratory science requirement in Biology or Geology. Also, they do not count toward the requirements of a major or minor.*

104. INTRODUCTION TO PHYSICS AND ASTRONOMY II The evolution of modern physics: physical properties of light, aspects of relativity, the dual nature of light and matter, phenomena in electricity and magnetism, the Bohr atom, radioactivity, nuclear energy, stellar energy, cosmology. Three hours' classroom a week. *Prerequisite: 103, or one year of secondary school physics.*

*See note under 103.*

105. ASTRONOMY The universe as it pertains to laws governing sizes, distributions, and motions of celestial bodies. Methods and results of astronomical explorations of the solar system. Three hours' classroom a week; practical work to be arranged.

\*111, 112. GENERAL PHYSICS I Mechanics, heat, sound, light, electricity and selected topics in modern physics. This course is intended primarily for A.B. and premed students. Three hours' classroom and one two-hour laboratory a week. *This course will meet the one year laboratory science requirement for candidates for the A.B. degree.*

\*131, 132. GENERAL PHYSICS II A more analytical study than Physics 111, 112, making use of the elementary calculus, designed for mathematics and physical science majors. During the first semester special emphasis is placed on particle mechanics, conservation principles, rotational dynamics, elasticity and harmonic motion. The second semester topics include basic concepts in heat and thermodynamics, and electricity and magnetism. Three hours' classroom and one three-hour laboratory a week. *Prerequisite: Mathematics 131, 132 or 151, 152 or concurrent registration therein.*

206. ASTRONOMY OF STELLAR SYSTEMS A study of the physical and mathematical tools used in obtaining knowledge of the universe beyond the limits of the solar system. Three hours' classroom a week. *Prerequisite: 112 or 132; Mathematics 132 or 152.*

\*231, 232. FOUNDATIONS OF MODERN PHYSICS Topics include molecular properties of matter, mechanical and electrical waves, physical optics; special relativity, particle and wave duality, quantum theory of the

hydrogen atom, electron spin and complex molecules; statistical mechanics and the solid state; nuclear structure and decay, interaction of nuclear radiation with matter, nuclear models, and elementary particles. Three hours' classroom a week; eight laboratory periods or library research paper a semester. *Prerequisite: 132, or 112 with permission of the Chairman of the Department.*

\*311, 312. ANALYTICAL MECHANICS AND WAVE MOTION Elementary vector analysis, Statics. Particle mechanics including central field motion, free and forced harmonic oscillations including damping; rigid body mechanics with an introduction to advanced dynamics. Elastic waves and wave motion. Three hours' classroom a week. *Prerequisite: 132, or 112 with permission of the Chairman of the Department; Mathematics 252.*

\*341, 342. MATHEMATICAL PHYSICS Development of mathematical methods of analysis with their application to problems in classical and modern theoretical physics. The topics studied include the use of Laplace transforms in the solution of differential equations, series solutions of differential equations, Bessel and Legendre functions, advanced vector analysis, Green's theorem and Stokes's theorem, Fourier series, and solutions of partial differential equations and boundary value problems. Three hours' classroom a week. *Prerequisite: 231 or 311 or 411 or concurrent registration therein; Mathematics 252. Also called Mathematics 341, 342.*

\*351, 352. EXPERIMENTAL PHYSICS I, II Alternating and direct current circuit theory; physical electronics and electronic circuitry; experimental procedures in atomic, nuclear, and solid state physics. Two hours' classroom and one four-hour laboratory a week. *Given in alternate years. Prerequisite: 132 or 232; Mathematics 132 or 152.*

361. EXPERIMENTAL PHYSICS III Topics in physical optics and modern physics according to interests and needs of students. Two hours' classroom and one four-hour laboratory a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 132 or 232; Mathematics 132 or 152.*

362. THERMODYNAMICS AND STATISTICAL MECHANICS Classical and quantum statistical mechanics and thermodynamics with applications to physical systems. Three hours' classroom a week. *Given in alternate years. To be given in 1966-1967. Prerequisite: 132 or 232; Mathematics 231 or 251.*

391, 392. PHYSICS SEMINAR Required of all students engaged in honors in Physics. Study and discussion of topics in modern physics of mutual interest to students engaged in honors and independent study. One afternoon a week. *Prerequisite: Registration in a 500 course. One-half course.*

411. ELECTROMAGNETISM Fundamental laws of electricity and magnetism from the standpoint of field theory. Properties of the electromagnetic field, interaction of the field with charges and currents, dielectric and magnetic

media, Maxwell's equations. Three hours' classroom a week. *Prerequisite:* 132 or 232; *Mathematics* 252.

431, 432. TOPICS IN THEORETICAL PHYSICS Topics to be selected from the following areas: advanced dynamics, electromagnetic field theory, special and general relativity, applications of quantum mechanics to atomic, nuclear, and solid state physics. Three hours' classroom a week. *Prerequisite:* 342, 411; or *permission of the instructor.*

MAJOR: nine courses, including 231, 232, 311, 411 and either 351 or 361.

MINOR: six courses, including 231 and 311 or 411.

## POLITICAL SCIENCE

Professors Flaherty and Flower, *Chairman*  
Associate Professors Andrews,† Harper, and Nilsson  
Assistant Professors Rosi and Vukceovich  
Mr. Warner

The Department of Political Science seeks to give students an understanding of the political and administrative problems of government and international relations and to challenge their responsibilities to the world in which they live. The approaches are both theoretical and practical; the areas are local, national, and international. Careful attention is given to preparation for graduate study. Most students with majors and minors in political science enter law, government, or international organizations. Whether or not these courses, oriented into a liberal arts curriculum, are to be used as specialized training, the emphasis in all the courses offered by the department is upon the fundamental principles underlying enlightened citizenship.

211. AMERICAN GOVERNMENT A basic, introductory course in American Federal government which emphasizes its structure and operation. Special attention is given to the executive, legislative, and judicial process.

†*Sabbatical leave, Spring semester, 1966-67*

230. **THE CITY** Political, economic, and social aspects of control in contemporary city life are the concern of this course. Case studies of several United States metropolitan communities provide course content, with emphasis on municipal methods for planning.

240. **INTERNATIONAL RELATIONS** The distribution of power among nations, the components of that power, and its pursuit are the major divisions of this course. Special emphasis is given the distinction between conflicts of right and conflicts of interest.

243. **STATE AND LOCAL GOVERNMENTS** A study and analysis of state and local governments with particular emphasis on administrative problems. Group sessions are arranged with selected state and municipal officials. Attention is given to pressures exerted on community leadership. *Prerequisite: 211.*

335. **PUBLIC ADMINISTRATION** An analysis of the organization and functioning of the national bureaucracy in the light of the problem of executive responsibility in a democratic society. Special attention to administrative federalism, the office of the Presidency, fiscal and personnel administration, and administrative lawmaking. *Prerequisite: 211.*

341. **AMERICAN POLITICAL THOUGHT** The development of political ideas in America, stressing foreign influences on early colonial thought and those influences indigenous to the growth of American democracy. Colonial political ideas, the development of the Constitution, the Federalist Papers, State rights philosophy versus centralized government, and contemporary interpretations. *Prerequisite: 211 or permission of the instructor. History 217, 218 is recommended.*

345. **CONSTITUTIONAL LAW** An analysis of leading Supreme Court interpretations of the Constitution. Emphasis on concepts of judicial review, separation of powers, federalism, interstate commerce, obligation of contracts, due process, equal protection of the laws, and political and religious liberty. An introduction to legal research. *Prerequisite: 211.*

347. **POLITICS OF DEVELOPING AREAS** A comparative study of the process of modernization in selected nonwestern nations. Generalizations made about that process are tested against the experience of emerging nations in Asia, Latin America, and Africa. *Prerequisite: 211, 360.*

348. **ASIAN GOVERNMENTS AND POLITICS** Contemporary governmental and political systems of China and India in an historical and philosophical perspective. Particular emphasis upon the revolution and communism in China, the development of democratic neutralism in India, and problems arising from the political, social, and economic reconstruction of the Far East. The interests of the United States, Great Britain, and the U. S. S. R. in the Far East are examined. *Prerequisite: 211.*

350. INTERPRETATION OF COMMUNIST THEORY Beginning with the seminal works of Karl Marx and Friedrich Engels, the course analyzes their influence on subsequent political thinkers who appear to follow in this tradition. The course considers the writings of such men as Edward Bernstein, V. I. Lenin, Josef Stalin, Leon Trotzky, Mao-Tse-Tung, Milovan Djilas, and others. Both original source materials and significant interpretive analyses are used. *Prerequisite: 211 or permission of the instructor.*

353. EVOLUTION OF POLITICAL THOUGHT An analysis of the development of significant political ideas from the Greek city state to the eighteenth century. Contributions to modern ideas and trends in government are assessed.

354. RECENT POLITICAL THOUGHT An examination of significant political thought concerning the origin, nature, and functions of the state from the Age of Reason to the present. Socialism, fascism, and democracy are studied with emphasis on the conflict between democracy and authoritarianism.

355. POLITICAL BEHAVIOR Cultural, social, and psychological factors which contribute to forms and directions of political behavior. It includes leading conceptual approaches, such as power, elites, and decisionmaking, illustrated by voting studies, class surveys, and other indices of contemporary political trends. *Prerequisite: Two courses in political science and preferably two courses in psychology or sociology, or permission of the instructor.*

356. PUBLIC OPINION AND PROPAGANDA The formation and control of public opinion in a democracy. Analysis of mass communication (press, radio, film, and television); propaganda techniques; the causation of social attitudes; problems of public opinion polling. *Prerequisite: Two courses in political science or sociology.*

357. POLITICAL PARTIES AND PRESSURE GROUPS A study of the functions, structures, and operations of American political parties and pressure groups. The American party system is also compared with major European party systems. *Prerequisite: 211.*

360. COMPARATIVE POLITICAL INSTITUTIONS British, French, Italian, and German governmental systems are studied as alternative forms of parliamentary democracy. *Prerequisite: 211 or permission of the instructor.*

†361. EUROPEAN POLITICAL INSTITUTIONS The institutions of the Common Market, the Coal and Steel Community, and the European Atomic Community are studied. The obstacles and alternative policies are given special attention. *Prerequisite: 360.*

†*Currently offered only in Bologna.*

364. INTERNATIONAL LAW AND ORGANIZATION A study of the principles of law applied to the resolution of legal (as opposed to political) disputes between nations. International organization is studied as a complementary instrument. *Prerequisite: 240.*

366. THE POLITICS AND POLICIES OF THE SOVIET UNION The recent institutional and theoretical development of the Soviet state. Special emphasis upon the principal ingredients of the Soviet monolith: Communist ideology, the Party, the Army, and the use of terror, bureaucracy, planned economy, and Communism as a world movement. The purpose of the course is to provide a background for informed analysis and evaluation of the Soviet totalitarian challenge to American democratic values and institutions.

370. FORMULATION OF AMERICAN FOREIGN POLICY An analysis of the methods by which foreign policy is formulated and executed as well as the study of American programs and problems in the major areas of the world. Policies concerning disarmament, economic and military aid, and the United Nations are also considered. *Prerequisite: 211 or permission of the instructor. History 381 is recommended.*

495 SEMINAR A research and conference course required of all senior majors who are not taking 531-532. *Prerequisite: Major in political science.*

MAJOR: nine courses, including 211, 353, 495 (or 531-532), and two of the following three courses: 240, 355, 360.

MINOR: six courses, including 211.

NOTE: Majors should note that political science is divisible into two general areas which should influence the selection of optional courses: American government (including the behavioristic/administrative field) and the international field. These fields, of course, can be subdivided into comparative government, political theory, Constitutional law, and political behavior.

## PSYCHOLOGY AND EDUCATION

Professors Graffam and James

Associate Professors Coslett,† Hartman,‡ *Chairman*, Maurer, and Wanner

Assistant Professors Alexander, Greene, and Skok

### PSYCHOLOGY

The Program in psychology gives the student a sound founda-

†*Sabbatical leave, 1966-67*

‡*Sabbatical leave, Fall semester, 1966-67*

tion in psychological thought and an understanding of experimental and statistical evidence. Students planning to continue with graduate work in this field should schedule Psychology 111 in their freshman year and consult with the Chairman of the Department concerning a sequence of recommended courses.

111. AN INTRODUCTION TO GENERAL PSYCHOLOGY A survey of the various areas of psychological study designed to acquaint students with techniques of investigation, findings, and general viewpoints current in psychology.

112. INTERMEDIATE GENERAL PSYCHOLOGY A course designed to treat selected topics in general psychology with more detail and greater rigor than is possible in the introductory course. Emphasis is on consolidation of basic principles in preparation for more specialized courses. *Prerequisite: 111.*

226. PRECLINICAL PSYCHOLOGY WITH PRACTICUM This course is designed to provide a student with a knowledgeable background in the methods and instruments employed by practitioners in the various facets of personnel and clinical psychology. The various types of psychological tests will be studied and practical experience provided with all tests other than individual intelligence and projective ones. Various types of interview and therapy procedures will be studied, and the student will have an opportunity to observe these and participate in case evaluations. *Prerequisite: 111.*

231. EDUCATIONAL PSYCHOLOGY A study of the principles and practices of psychology that are applicable to classroom instruction. Special emphasis is given to contemporary findings in learning and cognitive psychology. The effects of personal and social factors on school behavior are reviewed. Field study of pupil behavior in the public school supplements the classroom work. *Prerequisite: 111 and Education 221.* Also called Education 231.

233. PERSONALITY PSYCHOLOGY A survey of the basic vocabulary, facts, and principles of personality structure and its development. The pupil will also be acquainted with principles of sound mental health and sociocultural responsibilities for mental health programs. *Prerequisite: 111.*

239. PRINCIPLES OF COUNSELING The theories and techniques of counseling with emphasis upon the interdependence of educational, vocational, and personal problems. *Prerequisite: 111.*

321. **EXPERIMENTAL PSYCHOLOGY** A systematic analysis of (1) scientific methodology as used in psychology, (2) the fundamental conditions and principles of learning, both animal and human, and (3) application of these principles to the problems of complex behavior. Two hours' classroom and four hours' laboratory a week. *Prerequisite: 111.*

322. **ADVANCED EXPERIMENTAL PSYCHOLOGY** The emphasis in this course will be upon the design and execution of rigorous experimentation. Lecture periods seek a broader orientation to the fundamental principles of learning and their application. Students are expected to carry out individual research projects. Two hours' classroom and four hours' laboratory a week. *Prerequisite: 111 and 321.*

337. **DEVELOPMENTAL PSYCHOLOGY** A survey of the principles and empirical facts of human development with attention to the methods of observation from which these principles and facts are derived. Comparative findings from lower organisms are studied when relevant. Qualified students will be engaged in observation and research projects. *Prerequisite: 111.*

341. **SOCIAL PSYCHOLOGY** The principles of psychology are related to the problems of society and the social behavior of individuals and groups. *Prerequisite: 111.*

365. **PHYSIOLOGICAL PSYCHOLOGY** A study of the physiological basis of behavior. The structure and function of the receptors, effectors, and the nervous system are reviewed to determine their role as variables in the psychological processes. *Prerequisite: 111.*

375. **ABNORMAL PSYCHOLOGY** An introduction to the field of abnormal psychology designed for the advanced undergraduate. It provides valuable background for premedical students and those who contemplate graduate work in social and psychological service areas. Various mental illnesses are described fully, and current techniques of diagnosis and treatment are discussed. *Prerequisite: 111. The instructor may make an exception for persons preparing for a career in medicine, law, or the ministry.*

376. **JUNIOR SEMINAR** A reading and conference course on selected topics. *Prerequisite: 111 and permission of the Chairman of the Department.*

423. **BEHAVIOR MODELS** Students with background in science and mathematics will explore the models for behavior that have been derived from other sciences. Special attention is given to mathematical and statistical models. *Prerequisite: 111, 321, 322, and a statistics course.*



433. **PERSONALITY THEORY** A sophisticated review of historical and contemporary theories about the nature and development of personality. Independent review is expected from the student. *Prerequisite: 111.*

451. **HISTORY OF PSYCHOLOGY** An examination of the historical antecedents of the science of psychology and a critical evaluation of the systematic positions of the early comprehensive theorists. *Prerequisite: 111 and a background in at least three other psychology courses which will be evaluated by the instructor.*

452. **CONTEMPORARY PSYCHOLOGICAL THEORY** An examination and critical evaluation of selected current theories in psychology and of their influence upon contemporary psychological research. *Prerequisite: 111, 321, 322, and a statistics course.*

481, 482. **SENIOR SEMINAR** Readings, reports, and discussions will be employed in an examination of central problems of present-day psychology. *Prerequisite: 111 and permission of the Chairman of the Department.* One-half or one course.

**MAJOR:** nine courses, including 111, 321, and 451. In addition, Mathematics 221 or 321 is required.

**MINOR:** six courses, including 111.

## EDUCATION

The department offers undergraduate courses leading to the Provisional Secondary Teacher's Certificate in Pennsylvania and adjoining states. It is the purpose of the education curriculum to prepare teachers within the enriching environment of a liberal arts college. It is anticipated that the student will concentrate most of his energies upon his academic growth. The department has instituted a professional semester during which the student does his practice teaching on a full-time basis and completes four courses toward professional certification, thus combining a meaningful apprentice training with a liberal arts experience. A committee of faculty members acts upon the admission of candidates to this program.

A prospective student who plans to teach in the secondary schools should confer with the Chairman of the Department

prior to matriculation. The department does not offer specific preparation for certification on the elementary level. Certain courses offered at Dickinson College are accepted by certification bodies as meeting some of the requirements for the elementary certificate.

221. SOCIAL FOUNDATIONS OF EDUCATION    Emphasis is on the role of the school in the social setting, the functions of schools in a changing society, community influences upon education, and the teacher's role in community and school. The historic development of the secondary school program in America is traced and compared with national systems of education in other countries. *Open to Freshmen with permission of the instructor.*

231. EDUCATIONAL PSYCHOLOGY    See Psychology 231.

433. EDUCATIONAL PRINCIPLES, CURRICULUM, AND SPECIAL METHODS IN SUBJECT AREAS    Instruction in the planning, organizing, and conducting of instructional activities; in the developing of effective class management procedures; and in effectively using curricular materials and evaluative devices. Much of the course is devoted to the specialized field in which certification is sought. *Prerequisite: 221, 231, and admission to the professional semester.*

455. READING IN THE SECONDARY SCHOOL AND THE USE OF INSTRUCTIONAL MEDIA    About three fourths of the class time is devoted to an understanding of developmental reading instruction. An overview of the elementary reading program forms the basis for developing requisite knowledge and techniques for improving reading competency of high school students in the academic subjects. Principles of reading development and problems of diversity of reading interest and ability are then given attention with respect to each student's field of concentration. Students are acquainted with and given practice in the use of most instructional media currently available. Attention is given to research findings in this field. *Prerequisite: 221, 231, and admission to the professional semester.*

461-462. SUPERVISED STUDENT TEACHING AND OBSERVATION    Observation and supervised student teaching is done at nearby cooperating public secondary schools in the student's area of specialization on a full-time basis for eight weeks. This is under the direction of College and public school advisory personnel. Seminars in student teaching are conducted by the Di-

rector, who handles assignment arrangements. Travel and personal expenses incurred are the responsibility of the student. *Prerequisite: 221, 231 and admission to the professional semester.* There is a laboratory fee of \$35.

MAJOR: this department does not offer a major in education. The student preparing to teach completes his major in another department of the College.

MINOR: six courses in departmental course work.

## PUBLIC SPEAKING

Mrs. L Broujos

The courses in public speaking are directed toward improvement in verbal communication and toward the development of greater self-assurance and ease in social and professional situations.

223, 224. ARGUMENTATION AND DEBATE The logic and strategy of debate. Group discussion techniques. Participation in debate. One-half course per semester.

333. PUBLIC SPEAKING The theory of and practice in the fundamentals of public speaking. One-half course.

351. ADVANCED PUBLIC SPEAKING Although this is a continuation of Public Speaking 333, increased attention is given to speech structure and to filling various specific speech situations. Offered occasionally. *Prerequisite: 333.* One-half course.

## RELIGION

Associate Professors Booth, *Chairman*, and Magill  
Assistant Professors Bechtel and Slotten

Courses are designed to investigate the nature and implications of the phenomena of religion, recognizing both their relationships

with other facets of human culture and their own particular characteristics. Special emphasis is given to the heritage of Judaism and Christianity as peculiarly relevant to Western culture. A major or minor will provide an understanding, appropriate to the educated man, of a vital dimension of human activity, and a background for graduate or professional education in the humanities and social sciences (e. g., medicine, law, education, social work) and in religion.

The department conceives of its offerings as structured in three areas, as follows: (1) Phenomenology and Theory of Religion—110, 111, 112, 313; (2) History of Christian Thought and Institutions—121, 122, 321, 322, 324; (3) Biblical Studies—131, 132, 331, 332.

Students lacking a specified prerequisite course may qualify to enter an advanced course by satisfying the instructor of mastery of a short bibliography drafted by the department to encourage independent preparation for the course.

110. RELIGION AND CONTEMPORARY CULTURE Interpretive analyses of aspects of contemporary culture—literary, social, and institutional—from both secular and theological sources; inquiry into the dimensions of religion in culture—personal, social-ethical, and ecclesiastical.

111, 112. RELIGIONS OF MANKIND An introduction to the religions of the world, including a study of their doctrines and practices, and an inquiry into the historical and phenomenological methods of interpreting religions. 111: primitive and Far Eastern religions; 112: religions of the ancient Mediterranean, the Near East, and Western Culture.

121, 122. INTRODUCTION TO THE HISTORY OF CHRISTIAN THOUGHT An introduction to principal themes, their origin and development; an inquiry into their meanings and into their historical, cultural, and biographical contexts. 121: ancient and medieval Christian thought; 122: reformation and modern Christian thought.

131, 132. INTRODUCTION TO BIBLICAL STUDIES An introduction to the history, literature, and thought of the Bible, including an examination of the methods of Biblical criticism and interpretation. 131: introduction to the Old Testament; 132: introduction to the New Testament.

311. STUDIES IN THE HISTORY OF RELIGIONS Advanced studies in the Phenomenology and theory of religions. Specific topics to be announced each year. *Not to be offered in 1966-1967. Prerequisite: 111 or 112 or permission of the instructor.*

312. STUDIES IN THE RELIGIONS OF MANKIND Advanced studies in selected major religions. Specific topics to be announced each year. *Prerequisite: 111 or 112 or permission of the instructor.*

313. VARIETIES OF RELIGION IN AMERICAN LIFE Directed discussions of Judaism, Protestantism, Catholicism, and secularism based upon primary sources; particular consideration of the theological, sociological, and historical forces contributing to their present common and uncommon cultural impact. *Prerequisite: 110 or permission of the instructor.*

321. STUDIES IN THE HISTORY OF CHRISTIAN THOUGHT Advanced studies in selected men, movements, and ideas, with principal reliance on primary documents. Specific topics to be announced each year. *Prerequisite: 121 or 122 (depending on the topic), or permission of the instructor.*

322. STUDIES IN CONTEMPORARY THEOLOGY Advanced studies in selected men, movements, and ideas. Specific topics to be announced each year. *Prerequisite: 122 or permission of the instructor.*

324. CHRISTIAN ETHICS A search for viable perspectives of decision in contemporary urban-technological society; analyses of creative and dehumanizing responses to automation; to cultural, ethnic, and racial tensions; to international and domestic political, economic, and social issues; and to questions of social and sexual ethics. *Prerequisite: One other course or permission of the instructor.*

331. STUDIES IN THE NEW TESTAMENT Research and discussion in selected areas and problems of New Testament study. Specific topics announced each year. *Prerequisite: 132 or permission of the instructor.*

332. STUDIES IN THE OLD TESTAMENT Research and discussion in selected areas and problems of Old Testament study. Specific topics announced each year. *Prerequisite: 131 or permission of the instructor.*

401. COLLOQUIUM Interdependent studies in topics jointly chosen each spring for summer and fall study; individual mastery of specific problems and competence in relating them within the common topic. *Required of all senior majors and open to selected non-majors; attended by all members of the religion faculty.*

SYMPOSIUM Monthly informal discussion on selected topics of mutual interest. Attended by all members of the philosophy and religion faculty.

*Open to majors in philosophy or in religion, and to others by invitation. Non-credit.*

MAJOR: nine courses, including 401 and at least two courses from each of the following three groups (the remaining two courses being normally in a single area) and, in addition, the supporting course Philosophy 334.

Group A: 110, 111, 112, 313.

Group B: 121, 122, 321, 322, 324.

Group C: 131, 132, 331, 332.

MINOR: six courses, including at least one course in each of the above three groups. At the discretion of the department, a student may substitute 401 for one of these courses.

## RUSSIAN AND EAST EUROPEAN STUDIES

Assistant Professor Vukcevich, *Coordinator*

An interdisciplinary program designed to give a thorough coverage of the Russian and East European areas—presented through the departments of economics, history, modern languages, political science, and sociology-anthropology.

401. INTERDISCIPLINARY SEMINAR Seminar intended to integrate the several approaches of the Russian and East European program and to provide a framework for independent study of a comparative nature. Offered cooperatively by the staff of the program. *To be offered in 1966-1967. Prerequisite: Open only to, and required of, majors and minors in the program.*

MAJOR: Russian 331, 332, 333, 334; History 373, 374; two of the following five courses: Economics 376, Political Science 350, 366, Religion 321 (when subject matter is appropriate), Sociology 314; and Russian and East European Studies 401.

MINOR: a year of either Russian or German; Russian 352; History 373, 374; two of the following three courses: Economics 376, Political Science 366, Sociology 314; and Russian and East European Studies 401.

## SCIENCE

Professor Crist  
Associate Professors Kerr, K. Laws, and Virgin

258. HISTORY OF SCIENCE In tracing the major developments in science as an aspect of Western civilization, special attention will be devoted to the following areas: the scientific method of inquiry; social consequences of scientific discovery; noted discoveries in the physical and life sciences. *This course may be counted as one of the required distribution courses in Division III for A.B. candidates. Also it will meet the distribution requirement II (4) for B.S. candidates.*

261, 262. CONTEMPORARY SCIENCE Exploration of the nature and growth of some of the major concepts by which the natural scientists explain the phenomena of the physical world. *The course is intended primarily for nonscience majors. Prerequisite: one year of a laboratory science. These courses may be counted toward the required distribution courses in Division III for A.B. candidates.*

## SOCIAL SCIENCE

Professor Flaherty  
Associate Professors Andrews,† Harper, Houston, *Coordinator*,  
and Kavolis  
Assistant Professors Carson‡ and Richard  
Messrs. Soyer and Warner

Interdepartmental offerings in the social sciences, which include economics, political science, psychology, and sociology.

†*Sabbatical leave, fall semester, 1966*

‡*Sabbatical leave, spring semester, 1967*

101. INTRODUCTION TO SOCIAL SCIENCE Concepts basic to economics, political science, and sociology are developed. Culture, power, the market, social control, change, communication, and the techniques of social science are emphasized through class discussion, library, and field projects.

104. INTRODUCTION TO CHINESE CIVILIZATION Application of key concepts of the various social sciences, e.g., social change, traditional and modernizing societies, economic growth, ideologies, comparative social developments, to Chinese civilization and culture. Not open to students who have taken Social Science 102. *Prerequisite:* 101.

## SOCIOLOGY-ANTHROPOLOGY

Associate Professor Kavolis, *Chairman*  
Assistant Professors Richard and Seaford  
Mr. Soyer

Through a comparative study of the variables and the constants in human behavior, in preliterate, historical, and contemporary social orders, the department aims at developing an empirically grounded and reasonably sensitive understanding (a) of man's role in creating the conditions of his existence and (b) of the human implications of particular choices within the known range of variation in social organization and cultural values.

Offerings in the department are basic to such professions as the ministry, foreign service, social work, teaching, law, and journalism. In addition, they afford essential background for other disciplines in the behavioral sciences and the humanities.

111. SOCIAL BEHAVIOR An integrated approach to anthropology and sociology. The evolution of man and his culture, with case studies of preliterate and civilized societies. Historical, functional, and interactionist interpretations of social institutions and human relationship.



211. **SOCIAL ECOLOGY** An evaluation of the concepts of social ecology and their application to the interrelationships of population, environment, technology, and organization in the community setting. *Not to be offered in 1966-1967.*
224. **PERSPECTIVES ON RACE** Facts and fantasies about race. An attempt to separate biological from cultural considerations. An elucidation of the sociocultural and psychological factors operating to engender group prejudice and conflict.
225. **FAMILY BEHAVIOR** An examination, within a broad comparative framework, of the social functions of the family; the determinants of family cohesiveness; the effects of different modes of child rearing; the implications of variation in the norms of sexual behavior.
230. **CULTURES OF EAST ASIA** A survey of peoples in China, Korea, and Japan, with special emphasis on the roots of Chinese culture and its diffusion to surrounding societies. The homogeneity and heterogeneity of these cultural areas. *Given in alternate years. To be given in 1966-1967. Prerequisite: III or 307.*
240. **CULTURES OF LATIN AMERICA** A study of the archeology and ethnology of Mesoamerica and South America from the food-gathering stage to civilization. The emergence of contemporary Latin America from the fusion of indigenous and Spanish cultural traditions. *Given in alternate years. To be given in 1967-1968. Prerequisite: III or 307.*
301. **GROUP DYNAMICS** Conformity, role-playing, social interaction, and group activity are analyzed from dramaturgical and systematic standpoints. *Prerequisite: III or Psychology III.*
302. **SOCIAL STRATIFICATION** An analysis of social class systems and derivative behaviors. Economy and political power as the tools and the formative agents of social classes. Styles of life and social mobility. *Given in alternate years. To be given in 1967-1968. Prerequisite: III.*
303. **CULTURE AND PERSONALITY** Relationships between culture and social structure as they pertain to the socialization of the individual. American values and personality development in cross-cultural perspective. *Prerequisite: III or Psychology III.*
305. **METHODS OF SOCIAL RESEARCH** The study and application of basic methods of social research. Interviewing techniques, participant observation, the experimental method, analysis of cultural materials from the Human Relations Area Files and of historical data. Opportunity for research work with community and state agencies. *Prerequisite: III or permission of the instructor.*

306. HUMAN EVOLUTION    Man and his place among the vertebrates. Emphasis on the primates, especially, fossil hominids. The role of culture in biological evolution. *Given in alternate years. To be given in 1967-1968. Prerequisite: III or Biology III, II2 or 234.*
307. COMPARATIVE CULTURES    Ethnographic semantics. Social structure, law, and science in Melanesian cultures. Cross-cultural research in the Human Relations Area Files. *Prerequisite: III or permission of the instructor.*
314. SOCIAL SYSTEMS OF COMMUNIST EASTERN EUROPE    Analysis of social structure and dynamics of the Soviet Union, with some attention to other East European societies. Identification of the areas of strain and the different possible directions of change. Comparison with American institutions. *Given in alternate years. To be given in 1966-1967. Prerequisite: III.*
322. POPULATION    Study of population distribution, competition, growth, migration, and vital processes. *Prerequisite: III or permission of the instructor.*
324. INTRODUCTION TO SOCIAL WORK    Analysis of economic and sociopsychological factors relevant to social work; the structure and function of social work and public welfare in contemporary society; examination of theories and methods of case work, group work, and community organization. *Not to be given in 1966-1967. Prerequisite: III or Psychology III, or Social Science 101 with a grade of at least C.*
350. COMPARATIVE SOCIAL PATHOLOGY    Survey of the social correlates of suicide, alcoholism, somatic and psychiatric disorders, juvenile delinquency, and political extremism. Pathogenic social conditions will be related to socio-economic development and the distinctive value systems of contemporary societies. *Prerequisite: III.*
360. CRIMINOLOGY    The sources of legitimate and criminal behavior. The law, the police, the court, the prison, the delinquent, the adult offender—their motives, economy, and culture. *Prerequisite: III.*
365. RELIGION AND THE SOCIAL ORDER    Empirical examination of the theories of religion as a symbolic projection of the social order, as a means of social integration, as ideological defense of secular interests, and as an autonomously evolving system of ultimate commitments affecting social organization. *Given in alternate years. To be given in 1966-1967. Prerequisite: III.*
375. MECHANISMS OF SOCIAL CHANGE    A critical survey of the evolutionary and cyclical theories of sociocultural change. The study in detail of pressures toward innovation, conditions of creativity in art and science, patterns

of revolutions, psychological mechanisms involved in basic social transformations, and the limits of change. *Given in alternate years. To be given in 1967-1968. Prerequisite: 111.*

380. DEVELOPMENT OF SOCIOLOGICAL THEORY The major theories which have proved useful in investigating the nature of society are examined as cultural products, ideologies, and scientific models. Special attention is given to Comte, Spencer, Durkheim, Marx, Weber, Parsons, and Merton in their theoretical development. *Prerequisite: 111.*

390. SOCIOLOGY SEMINAR A specialized seminar, largely for majors, intended to relate a broad area of theoretical concern to the problems and procedures of current research. *Prerequisite: Permission of the instructor.*

392. ANTHROPOLOGY SEMINAR A specialized seminar investigating the contributions of various anthropological approaches to the understanding of cultural processes. *Given in alternate years. To be given in 1966-1967. Prerequisite: Permission of the instructor.*

490. INTERDISCIPLINARY SEMINAR This seminar provides an opportunity for multifaced exploration, in a working relationship with representatives of another social or humanistic discipline, of selected problems of joint interest. *Not to be given in 1966-1967. Prerequisite: Permission of the instructor.*

MAJOR (in Sociology-Anthropology): nine courses, including 111, 305, 307, and 380. It is recommended that majors take Mathematics 221, or 321.

MINOR (in Sociology-Anthropology): six courses, including 111, 305, 307 and 380.





# Student Affairs

Dickinson College brings together men and women in the common pursuit of intellectual enlightenment in a social environment which befits a community of scholars.

Among its major objectives, the College seeks to instill in its students the ability to reach wise decisions in terms of the highest principles of behavior and to develop in its students a sense of personal responsibility for building a society marked by integrity and mutual trust.

In all phases of campus life each student is responsible for his behavior. The College expects conduct becoming a gentleman or a lady. This principle applies to academic integrity, relations among students, and adherence to stated or unstated standards of conduct.

The faculty of Dickinson College is charged with passing on matters respecting the general life of the students in the College. While the Dean of Students and his staff are charged with the responsibility of maintaining an environment which emphasizes consideration of others as well as individual freedom and integrity, the carrying out of the programs for student life is accomplished largely by the students themselves.

## STUDENT GOVERNMENT

*Student Senate.* The Student Assembly, which consists of all students of the College, is the primary agency of Dickinson student government and meets on call when required to act upon constitutional questions. The legislative body of the Student Assembly is the Student Senate, which carries on the day-to-day business of student government. Acting for the Assembly, the Senate schedules and regulates all organized student activities and controls the Student Activities Budget. Various standing committees operate for, and are directly responsible to, the Senate.

*Student-Faculty Judicial Council.* Matters of student discipline, except cases of failure to meet routine administrative directives or grave offenses involving moral integrity, are referred by the Dean of Students to the SFJC, which is composed of four students and three members of the faculty.

*Social Violations Hearing Board.* A student-faculty disciplinary body of Dickinson College which deals with social violations. It handles all cases of breach of good conduct referred to it by any member of the college community.

## COUNSELING

A few days before the start of the fall semester incoming freshmen come to the campus for a series of orientation lectures to acquaint them with life at Dickinson. Each freshman is assigned a faculty adviser who assists him in working out his academic program. Furthermore, selected upperclassmen are appointed as counselors in freshman residences. The Dean of Students, the Dean of Men, the Dean of Women, the College Chaplain, and the Placement Officer are available to all students for personal and extra-curricular matters.

Through the office of the Director of Counseling psychological tests are available to provide students with a self-appraisal and self-understanding in vocational, educational, and personal problems. These tests are voluntary and confidential.

## HEALTH SERVICE

The College provides a Health Center staffed with physicians associated with the College, a visiting psychiatrist, and two registered nurses to handle minor illnesses and surgery. The Carlisle Hospital is available for prolonged illnesses. In cases of lengthy illnesses, the student and parents or guardian must make arrangements for medical

service and care, for college fees do not cover such cases, nor do fees provide for specialists or treatment, laboratory tests, x-rays, allergy shots, immunization shots, and so on.

The College does require that students avail themselves of an accident insurance policy, arranged through the Insurance Company of North America, to provide care beyond that provided by the Health Center. The College assumes no liability for expenses connected with accidents, and unless the student is already amply covered by insurance he must meet this requirement. A signed statement from parents is necessary for release.

### PLACEMENT

The Placement Bureau aids seniors and alumni on employment problems and further assists undergraduates in seeking part-time work while in college. Vocational guidance materials and career information



are kept current in the office of the Director of Counseling. Placement of teachers is coordinated through the Department of Psychology and Education. A Placement Library is maintained and active files trace alumni through ten years following graduation.

### RELIGIOUS LIFE

From its founding, Dickinson College subscribed to the belief that the worship of God and the study of religion are integral to liberal education. In response to a heritage that recognizes freedom of worship, no student is ever denied admission to the College because of sect

or creed. In addition to its courses in the Department of Religion, the College invites student participation in a voluntary Sunday morning service on campus. Furthermore, the College enjoys a fine spirit of cooperation with the churches in the Carlisle community. On campus the various denominational and religious fellowships of all faiths are coordinated through the Student Religious Affairs Council. Faith and Society is a major fellowship, and through guidance of the chaplain's office, student programs are conducted for study groups, tutoring, and Big Brother-Big Sister Guidance projects.

#### HONORARY FRATERNITIES

The Alpha chapter of Phi Beta Kappa was established at Dickinson College April 13, 1887. Election to membership is the highest academic honor available to a Dickinson student, and only those who rank among the top 10 per cent of their class are eligible.

Omicron Delta Kappa, established at Dickinson in 1927, is a national honorary for senior men of outstanding leadership ability. Other honorary societies are as follows: Tau Kappa Alpha, debating and oratory; Pi Delta Epsilon, journalism; Alpha Psi Omega, drama; Pi Gamma Mu, social science; Phi Mu Alpha Sinfonia, music; Delta Phi Alpha, German; Pi Delta Phi, French; Sigma Delta Pi, Spanish; Eta Sigma Phi, Classics; Raven's Claw, senior men; Skull and Key, junior men, and Wheel and Chain, senior women.

#### DRAMATICS

*Mermaid Players*, Dickinson's drama organization, presents three major productions each year. Other activities of the group include several "laboratory" plays, a Christmas play, and a series of one-act Freshman plays. Opportunities for participation are unlimited, for there is much work to be done with scenery, makeup, coaching, and costumes.

#### MUSIC

Dickinson offers the student varied opportunities to participate in vocal and instrumental musical organizations. The Symphonic Band is primarily concerned with the best in musical literature and functions as the "pep" band at football games. The College-Community Or-



chestra is open to students and musicians from the surrounding area; the Choir makes several off-campus appearances each year; the Concert Chorale is composed of about thirty voices, and the Collegium Musicum is a small, select group of experienced singers and instrumentalists chosen from the student body and faculty. The College also maintains an Opera Workshop, and the Men's Glee Club has a repertoire of college, sacred, folk, spiritual and show tunes.

#### DEBATE COUNCIL

The Debate Council participates in an extensive program of inter-collegiate debating. All students are eligible for membership; those students with good scholastic averages are eligible to travel with the squad in tournaments scheduled with other colleges throughout the East and South.

#### ATHLETICS

Dickinson maintains varsity teams in football, soccer, cross-country, basketball, wrestling, swimming, rifle, baseball, track, tennis, golf, and lacrosse, and engages colleges in contests who have the same persuasion toward athletics and academic policies. There is no subsidization of athletes who are eligible for scholarships and grants-in-aid on the same terms as other students.

There is an extensive intramural sports program conducted at the College throughout the academic year, with competition in basketball, football, volleyball, softball, bowling, wrestling, tennis, table tennis, swimming, and track.

Dickinson women have an opportunity to participate in inter-collegiate sports—tennis and field hockey. Additionally, inter-sorority sports offer the athletically minded a chance to participate.

#### PUBLICATIONS

Dickinson publishes a number of publications during the year, many of them edited by students. The Dickinsonian is the college newspaper, published weekly; the Dickinson Alumnus is published quarterly by the General Alumni Association; the Daily Senator daily publishes announcements, scores, and late news; the College annual, The Microcosm, is sponsored by the junior class. Other publications are A Pocketful of Rules, a booklet on Women's Interdormitory Council

rules; The Mermaid's Tale, an information annual for old as well as new students, and a Handbook of Social Rules.

#### ORGANIZATIONS

*Literary Societies.* The Belles-Lettres Society and the Union Philosophical Society, founded in 1786 and 1789 respectively, are the oldest student activities on the campus and have contributed to the intellectual development of Dickinsonians for over a century and a half. The former is devoted to literary criticism, the latter to matters of political debate.

*International Relations Club.* Established in 1932 under the auspices of the Carnegie Endowment for International Peace, the International Relations Club promotes the study of contemporary international affairs and world problems. In its monthly meetings, reports are presented by students, faculty members, or guest speakers, and these are followed by an informal discussion.

*Mohler Scientific Society.* Through monthly meetings which are open to all students, the Mohler Scientific Society fosters an interest in scientific subjects, with programs particularly stimulating to science majors and pre-professional students.

*The Student National Educational Association.* SNEA offers all students considering teaching as a vocation an opportunity to hear distinguished educators and to participate in practical discussions on the teaching professions.

*The Association of The United States Army ROTC.* Open to all junior and senior ROTC students. Through its monthly meetings with Army guest speakers and field trips to army installations, an exchange of ideas and information is gained to bring about a better understanding of the proper role of the Army of the United States.

*The Pershing Rifles.* Open to all freshman and sophomore students. Through its weekly drill meets it encourages, preserves, and develops the highest ideals of the military profession.

*Project Africa.* Dickinson's Project Africa is a subsidiary of "Operation Crossroads Africa," a national cultural exchange program which sends American college students to Africa to engage in summer work projects with African university students.

Others: *American Chemical Society—Student Affiliate Chapter, Psychology Club, Sociology-Anthropology Club, Socratics, Young Democrats, Young Republicans.*

### RADIO STATION

The College radio station, WDCV, is entirely a product of student efforts. The station is wired to a special frequency which can be received on campus radios and provides a variety of musical and non-musical programs.

### FRATERNITIES AND SORORITIES

Ten national fraternities have chapters at Dickinson College—Phi Kappa Sigma, Phi Kappa Psi, Sigma Chi, Beta Theta Pi, Phi Delta Theta, Sigma Alpha Epsilon, Kappa Sigma, Alpha Chi Rho, Phi Epsilon Pi, and Theta Chi. These fraternities are coordinated and regulated by the *Interfraternity Council*, which is composed of the executive board of the Council and the president and one elected representative from each member fraternity.

Four national sororities have chapters at Dickinson College—Pi Beta Phi, Chi Omega, Phi Mu, and Zeta Tau Alpha. The *Panhellenic Council* is the governing body of the sororities and is composed of a president, a president-elect, and two delegates from each sorority.

### INDEPENDENT STUDENT ORGANIZATION

Students who choose not to affiliate with any fraternity or sorority meet together periodically. Membership is open to all men and women.



## DICKINSON COLLEGE RESIDENCE HALLS

Dickinson College provides a variety of living arrangements for students. The residence hall, along with the classroom, the laboratory, and the library form the keystone of the available facilities for the student. While new units are being constructed at a steady pace the College continues to initiate programs directed toward adding content and meaning to the typical residence hall living.

These programs include the *Senior Honors Houses* and the *Diverse Discussion Group* in one of the halls for freshman men. Two small houses, one for women and one for men, have been designated as *Senior Honors Houses* for students selected to pursue Honors work in their major fields of academic endeavor. These houses provide an atmosphere for independent study and permit flexibility in time and schedule. The twenty-four freshman men living on the Diverse Discussion floor meet with faculty members and guests invited to the residence hall to participate in round-table or panel discussions. Topics include the latest domestic political issues or foreign policy; a critical analysis of a recent book, film, or speech; a debate between faculty members of different persuasions on a controversial issue; or a discussion of occupational possibilities and current happenings in various disciplines.

## WOMEN'S RESIDENCE HALLS

Residences for women—Adams and Drayer Halls, Todd, McIntire, the new women's dormitory, and Sellers Houses, the latter an honors house—range in capacity from fifteen to one hundred seventy students. Each residence has a House Resident and Student Counselors available for counseling and advising students. Student Counselors are carefully selected junior and senior women assigned to live with small groups of students. The counselors work under the supervision of the Dean of Women and the Director of Counseling and form an important segment of the Counseling Services.

The governing body of the women's residence halls is the Women's Inter-Dormitory Council. The council is composed of a president, vice-president, secretary, the president of each dormitory, the vice-president and the secretary of Adams Hall and of Drayer Hall, and two freshman delegates. The council publishes each year *A Pocketful of Rules* which contains the regulations of the residence halls. The women students

live under an honor system that requires each resident to be responsible to herself and fellow students for maintaining the integrity of the dormitory community. Residents abide by the following Honor Code:

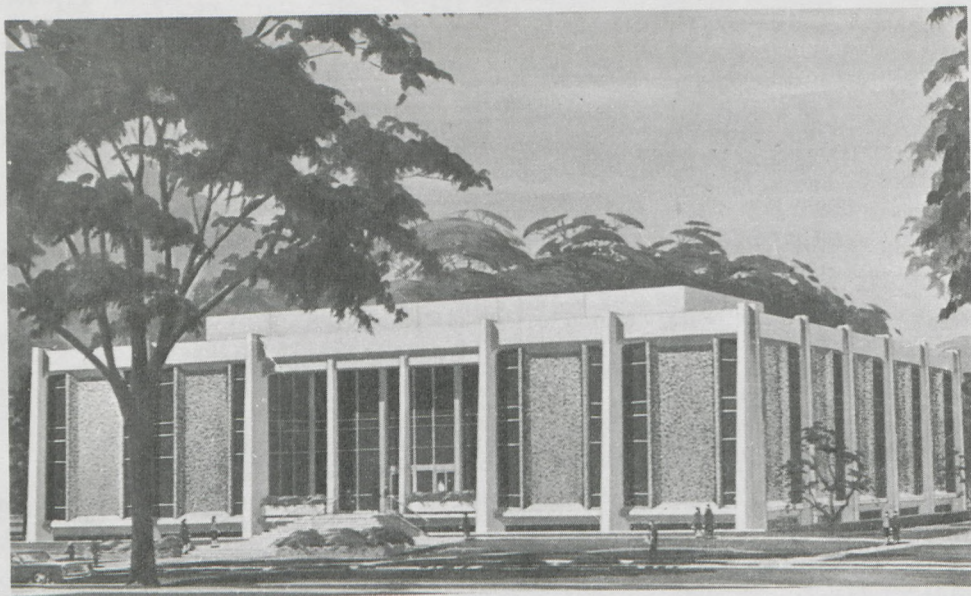
"I, the undersigned resident of the women's residence halls, do promise to abide by all rules and procedures pertaining to the residence halls. I am on my honor to report myself to the secretary of the dormitory for any violation of these rules. I am also on my honor to warn a resident who has violated a dormitory rule to report herself. If she does not comply within 24 hours, I am on my honor to make the report myself."

### MEN'S RESIDENCE HALLS

The residence hall complex for male students consists of Morgan Hall and East College (freshmen); Malcolm Hall, Biddle, and Mathews House (independent upperclassmen); Honors House (seniors involved in Honors work); and ten fraternity dormitories (fraternity upperclassmen).

The Dean of Men is assisted by a staff of two head residents, eighteen upperclass counselors, and eleven housemothers in the supervision and advising of the living groups and in the counseling of individuals within each group. Of first priority is the goal to establish those living conditions compatible with the College's goals and the desired interpersonal relationships that contribute to the student's social growth.

Composed of an elected representative from each upperclass counselor group, the Dickinson Dormitory Council is the student-governing body for the men's residences hall, and works closely with the counselors and the office of the Dean of Men. The council assists in the enforcement of established rules and acts as a recommending disciplinary body in cases of infractions. An additional responsibility is that of the maintenance of an informal social program.



New Library is expected to  
be in use by fall 1967



Malcolm Hall, Men's dormitory,  
opens fall 1966

# Campus

## BUILDINGS AND GROUNDS

The plant of the College, consisting of fifty buildings, is constructed chiefly of limestone, in Georgian design. The John Dickinson Campus, on which seven of the college buildings are located, is framed by a low limestone wall, most of which was erected in 1833. Other buildings are grouped around this campus and are also located on the Benjamin Rush Campus, a twelve acre tract diagonally across from the older campus. Newest features of the Dickinson landscape are ten dormitories two blocks west of the John Dickinson Campus and the College Union building directly across North College Street from the old campus, both of which opened for the first time in September, 1964.

The grounds, buildings and equipment of the College are appraised conservatively in excess of \$15 million. Following are some key buildings in the academic plant:

**ALTHOUSE SCIENCE HALL.** Named in honor of C. Scott Althouse, the imposing limestone structure houses the Chemistry and Geology departments. The building, completed in 1958, has lecture halls, laboratories, a scientific library, and a museum. A unique seven-telescope observatory, designed for the teaching of astronomy, is located on top of Althouse Science Hall.

**TOME SCIENTIFIC BUILDING.** Built in 1884 and completely renovated in 1958, the limestone and Ohio sandstone structure houses the Department of Physics and Astronomy. The Roscoe O. Bonisteel Planetarium is located in this building.

**REED HALL.** A three-story stuccoed structure named in honor of George Edward Reed, President of the College from 1899 to 1911. The building, renovated in 1958, houses classrooms, offices, and laboratories of the Psychology and Education Departments.

**CHARLES A. DANA BIOLOGY BUILDING.** Completed in 1966, it is air-conditioned, and houses the classrooms, lecture hall, laboratories, faculty offices, department library, and research areas of the Biology Department.

**DENNY HALL.** The three-story red brick building reconstructed in 1905 after being destroyed by fire in 1904, contains classrooms, faculty offices, ROTC offices, and the halls of the two historic literary societies which date back more than one hundred and seventy years.

**SOUTH COLLEGE.** Erected in 1948 adjacent to the Alumni Gymnasium this limestone building houses seminar rooms and classrooms of the Department of Mathematics. Squash courts are attached to South College.

**EAST COLLEGE.** Built in 1836 of the same materials and style of architecture as West College the four and one-half-story building is used as a residence for men and faculty offices. The structure is scheduled for renovation in 1967.

**WEST COLLEGE.** Affectionately known to generations of Dickinson students as "Old West" the building was designed by Benjamin Latrobe, architect of the Nation's Capital, who gave the plans without charge as his contribution to the frontier college. Designated a "National Historic Landmark" by the National Park Service in 1963, it is the only surviving example of the famed architect's work virtually unchanged by passing years.

**ALUMNI GYMNASIUM.** Erected in 1929 the three-story building provides ample facilities for all indoor athletics and physical education. These include a white-tiled swimming pool 25 x 75 feet. The main auditorium seating 3000 is also used for commencement and alumni activities.



**HOLLAND UNION BUILDING.** Completed in 1964 the block-long Union houses meeting rooms, recreation and lounge areas, campus publications offices, student radio station, 240-seat theater workshop, snack bar, college store, and dining facilities for the entire student body.

**MUSIC BUILDING.** Built in 1899 of limestone this structure houses the classrooms, laboratories, and library of the Department of Music.

**THE LIBRARY.** The College Library, located in Bosler Hall, is the center for the intellectual resources which support the regular academic program of the College plus the scholarly investigations and independent research being carried out by students, faculty, and visitors to the College. These resources include books, periodicals, journals, newspapers, documents, manuscripts, recordings, microfilm, and photographs. The main body of the collection, which is kept on open shelves, is supplemented by special collections of rare books and manuscripts in the "Spahr Library" on the second and third floors of the building. Small departmental libraries in chemistry and physics are located in nearby Althouse Science Hall and Tome Scientific Building.

The Library contains approximately 149,000 volumes and receives 850 periodicals. The present building has about 375 study stations, including individual carrels for honors work and group study rooms. A new building is under construction and will be ready for use in the fall of 1967. This building will have space for 300,000 volumes, study stations for 800 students, faculty studies, audio-visual facilities for listening stations and microfilm readers, and adequate provision for the rare books and manuscripts. The Alexander A. Sharp Room will be a special feature of the new building. Here students will have the opportunity to browse among books of current and general interest in a setting of particular beauty and comfort. This room will also be used for occasional Library teas and coffee hours.

During orientation, freshmen will have an opportunity to tour the Library and learn of the various services available. Upper classmen frequently receive additional instruction in research bibliography.

The Library is a United States Government Depository. It is a member of the Union Library Catalogue of Philadelphia Metropolitan Area and of the Area College Library Cooperative Program of South Central Pennsylvania.

The Library is open from 8:00 A.M. to 10:45 P.M. Monday through Saturday, and 1:00 P.M. to 10:45 P.M. on Sunday.

**FRATERNITY RESIDENCE HALLS.** A complex of ten individual dormitories completed in 1964 provides study and recreation areas for the College's ten national fraternities.

**DRAYER HALL.** A modern four-story limestone residence erected in 1950 for women provides housing for 125 students. Named in honor of Mr. and Mrs. S. M. Drayer.

**ADAMS HALL.** A women's residence hall is named for Dr. and Mrs. Rolland L. Adams, and was completed in 1963. It houses 165 students. The building, in addition to providing dormitory and study areas, houses recreation rooms.

**THE HERMAN BOSLER BIDDLE MEMORIAL ATHLETIC FIELD.** A twelve-acre tract with football field and baseball diamond and track for use in varsity and intramural sports. A fully equipped building completed in 1963 provides dressing and storage facilities.

**BIDDLE HOUSE.** Acquired by the College in 1946 and renovated in 1963 the building serves as a residence hall for 30 men students.

**SELLERS HOUSE.** The three-story building acquired by Dickinson College in 1943 serves as a residence hall for 10 women engaged in Independent Study and Honors work.

**McINTIRE HOUSE.** A two and one-half-story building acquired in 1948 and used as a residence hall for 15 women.

**MATTHEWS HOUSE.** Acquired in 1955 and renovated in 1963 this three-story brick building serves as residence hall for 20 men.

**MONTGOMERY HALL.** Since 1953 this seven-apartment building has served as a housing unit for members of the faculty and their families.

**MORGAN HALL.** A modern four-story limestone residence hall erected in 1955 providing housing for freshman men.

**MALCOLM HALL.** A modern residence hall erected in 1966 for 80 men.

**NEW WOMEN'S DORMITORY.** A modern residence hall erected in 1966 for 80 women.

**THE PRESIDENT'S HOUSE.** A stately brick mansion erected in 1833 has been the residence of the Presidents of the College since 1888.

**JOHN DICKINSON CAMPUS.** This campus of eight acres lies in the western section of the Borough of Carlisle. It was purchased from the Penns by the Trustees in 1799. Prior to that time the site of the College was the old Grammar School property in another location in Carlisle, where instruction was begun in 1773. Most of the principal buildings of the College are grouped on or adjacent to the John Dickinson Campus.

**BENJAMIN RUSH CAMPUS.** The College added to its property in 1931 by purchasing "Mooreland," an estate of twelve acres bordering on the main campus. On this campus are located Drayer Hall, Morgan Hall, Adams Hall, Baird Biological Building and the College Chapel.

**DICKINSON COLLEGE CHAPEL AND ALLISON METHODIST CHURCH.** Constructed in 1957 of limestone, the Chapel is located on the Benjamin Rush Campus and used jointly by the College and the Church.

**TODD HALL.** Named in honor of Glenn E. and Mary Line Todd this residence for 28 women was opened in 1964.

**HEALTH CENTER.** Located on the ground floor of Drayer Hall the Center houses a completely equipped dispensary and infirmary.

**THE COLLEGE FARM AREA,** consisting of sixty-five acres, is located two miles east of the campus along Route 11, Harrisburg Pike. It now contains a golf-driving range, a biology natural life study area, an apartment dwelling and storage area. The land is being graded, drained and prepared for athletics.



# College Expenses

The cost of higher education is rarely reflected by the fees charged to students and their families. Normally, tuition and general fees must be supplemented by substantial income from endowed funds, annual giving by friends and alumni, and grants from government and private corporations. Those parents who wish to assist the College in bridging the gap between tuition income and budgeted expense are invited to contribute to the College through the Parents' Fund. This gift is tax deductible.

*All college bills are due and must be paid in full before registration each semester.* Failure to adjust college bills when due will result in exclusion from College, and no student can have an honorable dismissal or a certificate of advancement until bills have been adjusted and other reasonable obligations have been met.

The Trustees reserve the right at any time to amend or add to the regulations of the College, including those concerning fees and methods of payment, and to make such changes applicable to students at present in the College, as well as to new students.

## STUDENT STATUS

Full-time students are defined as follows: a) Freshmen and Sophomores registered for four or more courses; b) Juniors and Seniors regis-

tered for three or more courses; c) Nonmatriculated students registered for three or more courses.

Part-time students are defined as all others than full-time students.

### GENERAL CHARGES

Annual tuition for all full-time students at Dickinson in 1966-1967 is \$1,650.\* In addition, all full-time students are required to pay a Comprehensive Fee of \$150. The Comprehensive Fee covers such items as cultural affairs, college publications, the Holland Union program, health fees, admission to events, athletics, etc. A Registration Fee of \$100, which is credited on the College bill, is required of all students. Renewal of Registration must be made for each year. If a student's registration is canceled the Registration Fee is not refundable.

*Discounts.* For two or more students from the same family, and for children of full-time licensed, ordained, and active ministers, a discount of 10 per cent is allowed on Tuition Account, but not on any other part of the College bill. No double discount is allowed.

### MISCELLANEOUS FEES

**APPLICATION FEE.** The \$10 application fee is non-refundable and is not credited on any subsequent bill. It defrays in part the expense of investigating records, of advising applicants, and the performance of other services provided by the Office of Admissions.

#### OTHER FEES:

Transcript of Record, extra copies each	\$1.00
Practice Teaching in High School	35.00
Graduation Fee	10.00
Partial Program, per course	210.00
Late changes in courses (add)	5.00
but not to exceed	15.00
Changing of schedule	15.00
Late writing of schedule	15.00
Administrative charges for Law elections, per hour	30.00
R.O.T.C. Fee, one semester only	5.00
Service Charge, payable on all unpaid accounts	
after 9/10	8.00
Automobile Registration Fee, annual	25.00
Registration for Credit by Examination	15.00

\*\$1,850 in 1967-1968

## ROOM AND BOARD CHARGES

Room and board, for both men and women, is \$475 per semester. The same rent for all rooms is to permit an equitable system of room assignments without reference to family income.

Rooms are furnished with the basic pieces of furniture. There is a study light outlet for each student, in addition to a ceiling light. Personal items such as pillows, blankets, sheets, pillowcases, towels, and personal toilet articles are not furnished by the College. The Gordon-Davis Linen Supply Co., 1620 North 11th Street, Philadelphia, Pennsylvania 19122, is authorized to offer all resident students a complete weekly linen rental service. Additional information may be obtained directly from the company, or arrangements for linen service can be made after arrival at college.

All resident students are required to board in the College Dining Hall. The College reserves the right to make increases in board charges in case of increases in food costs.

A Snack Bar is operated in the Holland Union where students may purchase breakfast, lunch, and dinner at nominal prices.

## ESTIMATED ANNUAL COST

While expenses for the academic year at Dickinson will vary with each student, experience has shown the following costs to be average:

Tuition	\$1,650
Comprehensive Fee	150
Board and Room	950
Books	150
Sundries	150
	<hr/>
	\$3,050

## PLAN OF PAYMENTS

All charges and fees are due prior to Registration. Where a satisfactory plan is presented to the Treasurer of the College, a student is permitted to register under a deferred payment agreement with a Service Charge added. The Tuition Plan, Inc., The Girard Trust Plan, The Insured Tuition Payment Plan, and other approved plans are acceptable. Additional information on these plans is obtainable from the Admissions and Business offices.

## REFUND OF CHARGES

A student in good standing is entitled to honorable withdrawal at all times. The date on which the Dean of the College approves the student's withdrawal form is the official date of withdrawal. A student desiring to withdraw voluntarily from the College must obtain from the Registrar an Application for Withdrawal. This form must be properly filled in and returned to the Registrar before the student leaves the campus. No refunds will be made by the Business Office until the Registrar's Office certifies that the withdrawal procedure has been properly completed.

Every college has many expenses of a continuing nature, such as plant maintenance and faculty salaries. In order to plan and maintain these services over the entire year, it is essential that the annual income from fees be assured. It is understood, therefore, that students are entered for the entire college year. Consequently, the College is not in a position to refund fees already paid or to cancel obligations for unpaid fees.

If a student called away during the semester by an emergency finds it impossible to resume his work, he must notify the Registrar's Office of his voluntary withdrawal immediately. Unless the notice is filed with the Registrar within three weeks, the student will forfeit his right to honorable withdrawal.

If the withdrawal occurs before the end of the semester, the student is obligated for General Charges as follows:

	<i>First Semester</i>	<i>Second Semester</i>
Two weeks or less	\$345	\$1,150
Between two and three weeks	490	1,275
Between three and four weeks	635	1,400
Between four and five weeks	780	1,525
Over five weeks	925	1,650

No reduction will be allowed for absence of students withdrawn for unsatisfactory conduct or scholarship.



# Endowed and Named Chairs

The College has a number of endowed and named chairs. The holders of these chairs are elected by the Board of Trustees and the chairs which they hold are indicated in the faculty list. The endowed chairs are as follows:

THE LEMUEL T. APPOLD FOUNDATION, endowing the chair of the President of the College, was established by the Board of Trustees from a part of the bequest of Lemuel T. Appold of Baltimore, Maryland, of the Class of 1882 and a generous benefactor of the College.

THE ROBERT COLEMAN CHAIR OF HISTORY. The bequest of Robert Coleman, Esq., of Lancaster, Pennsylvania, was designated by the Board of Trustees in 1828 for the endowment of a professorship, making this one of the oldest American professorships.

THE THOMAS BEAVER CHAIR OF ENGLISH LITERATURE was endowed by Thomas Beaver, Esq., of Danville, Pennsylvania, in 1889.

THE SUSAN POWERS HOFFMAN CHAIR OF MATHEMATICS was endowed in 1923 and named in memory of Susan Powers Hoffman, of Carlisle.

THE ASBURY J. CLARKE CHAIR OF LATIN was established in 1919 by the gift of the widow of Asbury J. Clarke, of the Class of 1863.

THE RICHARD V. C. WATKINS CHAIR OF PSYCHOLOGY was endowed in 1928 by the bequest of Richard V. C. Watkins, of the Class of 1912.

THE MARTHA PORTER SELLERS CHAIR OF RHETORIC AND THE ENGLISH LANGUAGE is an endowed professorship established in 1936 by a gift of her son, the late Professor Montgomery Porter Sellers, of the Class of 1893.

THE BOYD LEE SPAHR CHAIR OF AMERICAN HISTORY was endowed in 1949 by the gift of Boyd Lee Spahr, of the Class of 1900.

THE GEORGE HENRY KETTERER AND BERTHA CURRY KETTERER CHAIR OF RELIGION was endowed in 1949 by the gifts of George Henry Ketterer, of the Class of 1908, and his wife, Bertha Curry Ketterer.

THE ROBERT BLAINE WEAVER CHAIR OF POLITICAL SCIENCE was endowed by the bequest of Laura Davidson Weaver, and named for her brother, Robert Blaine Weaver, of the Class of 1874.

THE C. SCOTT ALTHOUSE CHAIR OF CHEMISTRY was established in 1950 and named for C. Scott Althouse, a trustee of the College.

THE ALFRED VICTOR DUPONT CHAIR OF CHEMISTRY, named for Alfred Victor duPont, a student at the College, 1814-16, was established in 1950 by the gift of his grandson, the late Irénée duPont, of Wilmington, Delaware.

THE THOMAS BOWMAN CHAIR OF RELIGION was endowed in 1951 by the gift of the Kresge Foundation (Sebastian S. Kresge, L.H.D., Founder), and named for Thomas Bowman of the Class of 1837, the first graduate of Dickinson College to be elected a Bishop of the Methodist Episcopal Church.

THE HENRY FORD CHAIR OF EDUCATION was established in 1956 and named for Henry Ford in recognition of the Ford Foundation's selection of Dickinson College in 1954 for the Accomplishment Award for improving the salary and status of the Faculty.

THE EDSSEL FORD CHAIR OF ECONOMICS was established in 1956 and named for Edsel Ford in recognition of the educational statesmanship of the Ford Foundation in its 1954 gifts to privately supported colleges.

THE JOSEPH PRIESTLEY CHAIR OF NATURAL PHILOSOPHY was established in 1959 by gifts of William H. Baker and S. Walter Stauffer in memory of Salome Baker Stauffer.

THE WILLIAM W. EDEL CHAIR IN THE HUMANITIES was endowed in 1959 by the gift of Merle W. Allen, a College trustee, and his wife, Elizabeth Frederick Allen, "in recognition and commemoration of Dr. Edel's outstanding leadership as President of the College from 1946-1959."

A number of other chairs are partially endowed.

# Honor Scholarships and Prizes

## FOR GENERAL EXCELLENCE IN SCHOLARSHIP

**SOPHISTERS** By action of the Board of Trustees, and in keeping with an old Dickinson tradition, the highest-ranking junior is named Senior Sophister for his final year in College, while the highest-ranking sophomore is named Junior Sophister for the following year. The distinction of Senior and Junior Sophisters carries with it a full-tuition scholarship.

**THE JAMES FOWLER RUSLING PRIZE** of \$100, the income augmented from the \$1,000 gift of General James Fowler Rusling, LL.D., Class of 1854, is awarded to that student of the Senior Class who, at the end of a four-year course, shall be found to excel in scholarship and character.

**THE WILLIAM K. DARE HONOR SCHOLARSHIP**, in memory of William K. Dare, Class of '83, Professor of Education and Psychology, 1893-99, is awarded annually to that male student of the Freshman, Sophomore, or Junior Class who has attained the highest scholastic average in the work of the previous year. For this purpose the late Lemuel T. Ap-  
pold, Esq., Class of '82, the lifelong friend of Professor Dare, gave the College a capital fund of \$5,000. The scholarship, consisting of \$250, is awarded at Commencement time, and is credited to the recipient on tuition the following year.

**THE HUFSTADER SENIOR PRIZES**, two prizes of \$200 each, one for the senior man student and the other for the senior woman student who, in the judgment of the President of the College, have contributed most to the good of the College during the entire four years. These prizes are endowed by a gift from Dr. William F. Hufstader.

**THE DELAPLAINE MCDANIEL PRIZES.** \$5,000 was given by the late Delaplaine McDaniel, of Philadelphia, as a scholarship fund providing three prizes offered annually to two members of the Freshman Class and to one member of the Sophomore Class for excellence in scholarship.

THE JOHN PATTON MEMORIAL PRIZES, four in number, of \$25 each, one for each of the college classes, established by the \$2,000 gift of the late Honorable A. E. Patton of Curwensville, as a memorial to his father, Gen. John Patton, for many years a trustee of the College, are awarded annually for high scholastic standing.

#### FOR EXCELLENCE IN SPECIAL FIELDS

THE RUTH SELLERS MAXWELL SCHOLARSHIPS in English Literature, established in 1945 by the \$5,000 gift of Robert H. Maxwell, of the Class of 1915, in memory of wife, Ruth Sellers Maxwell, of the Class of 1915, who for many years was a teacher of English Literature, to be awarded annually for excellence in scholarship, for the highest scholastic standing in any course in English literature.

THE WILLIAM LENNOX AVIS PRIZE IN UNITED STATES HISTORY of \$25, the income from a fund of \$450, the bequest of Minnie Woods Avis.

THE BAIRD BIOLOGY PRIZES, two in number, of \$50 each to honor Spencer Fullerton Baird, a graduate of Dickinson College and its most outstanding alumnus in the field of Biology; to be given to two seniors majoring in Biology who, in the opinion of the faculty of the Biology department, have demonstrated excellence in Biology and show promise for future achievement in the field of Biology (broadly defined).

THE HENRY P. CANNON MEMORIAL PRIZE, income of a fund of \$500 voted by the Trustees in 1932 in honor of Henry P. Cannon, Class of '70, to continue the award given by him for many years "to that member of the Sophomore Class who shall pass the most satisfactory examination in the Mathematics of the Sophomore year, together with the original Geometry of the Freshman year."

THE MERVIN GRANT FILLER MEMORIAL PRIZE of \$50, the income from a \$1,000 bequest of Tolbert J. Scholl, of Mechanicsburg, Pa., in memory of Dr. Mervin G. Filler, President of the College, 1928-31, to be awarded annually at Commencement to a student of the College for excellence in the study of the classical languages.

THE CHI OMEGA PRIZE of \$25, the gift of the Dickinson chapter, is an award made to that junior or senior woman who excels in Economics, Political Science, Sociology, or Psychology.

THE CLASS OF 1902 AWARD A gold watch made possible by a gift of \$2,500 from the Class of 1902, and awarded annually to that member of the Junior Class who, by the vote of his classmates, shall be adjudged the most all-around Dickinsonian. Established in June, 1927.

THE JOSEPH MIDDLETON AND ISABEL MULLIN BURNS MEMORIAL PRIZE of \$50, the annual income from \$1,000, the contribution of their daughter, Mrs. Helen Burns Norcross, Class of 1912 and former Dean of Women. This award is to be given annually to the woman student who attains the highest scholastic average during the Sophomore year.

THE C. W. FINK MEMORIAL ECONOMICS PRIZE of \$25, the income from a fund of \$580 established in 1961, is awarded annually to a student for excellence in Economics.

THE CHARLES MORTIMER GRIFFIN PRIZE IN ENGLISH BIBLE of \$25, the income of a fund of \$500, is awarded annually to a student of the Senior Class of English Bible.

THE FORREST E. CRAVER MEMORIAL MATHEMATICS PRIZE of \$50, the income from a fund of \$1,000 established in 1963, to be awarded annually to a student of the Junior Class for excellence in Mathematics.

THE LANDIS-MOHLER PRIZE IN PHYSICS of \$50, the income from a fund of \$1,400 given by George G. Landis, of the Class of 1920, in memory of Professor John Frederick Mohler, Professor of Physics from 1896-1930, to be awarded for excellence in Physics of the Freshman year.

THE WILLIAM W. LANDIS MEMORIAL PRIZE IN MATHEMATICS of \$50, the income from a fund of \$1,000 given by his cousin, George G. Landis, of the Class of 1920, in memory of Dr. William W. Landis, Professor of Mathematics from 1895 to 1942, to be awarded for excellence in the mathematics of the Freshman year.

THE ALICE AND F. CHAPLINE MOOREHEAD AWARD of \$50, the income of a fund of \$1,000, to be awarded to that member of the Sophomore Class who has shown the most improvement in overall scholastic achievement during his or her Sophomore year. This award has been presented by Caroline Moorehead Elder in loving memory of her parents.

THE WILBUR HARRINGTON AND HELEN BURNS NORCROSS PRIZE of \$50 created in the will of Helen Burns Norcross, former Dean of Women, the annual income from a fund of \$1,000, in memory of her husband, Professor Wilbur Harrington Norcross, head of the Psychology Department from 1916 to 1941, to be awarded for excellence in Psychology during the Junior year.

THE WELLINGTON A. PARLIN SCIENCE SCHOLARSHIP AWARD of \$100, the income from a fund given to the College by Dr. Wellington A. Parlin, Professor Emeritus of Physics, awarded annually to that junior majoring in Biology, Chemistry, or Physics, who has, during the three years at Dickinson College, attained the highest general scholastic average, and is applied to his college account for his Senior year. If in any year the student to whom the award is made does not return as a student for the following year, the amount granted him shall then be used by the College for general college purposes.

THE GAYLARD H. PATTERSON MEMORIAL PRIZE of \$25, the income of a fund of \$500, a memorial to Professor Gaylard H. Patterson, the founder of the Social Science Department in the College, to be awarded to that student in Sociology who presents the best sociological analysis of a public policy. The judges of the essay are to be members of the Division of Social Science.

THE MORRIS W. PRINCE HISTORY PRIZE of \$25, the income of a fund of \$455, the gift of the Class of 1899, for excellence in History.

THE WINFIELD DAVIDSON WALKLEY PRIZES of \$25 and \$15, the income of a fund amounting to \$993.16, endowed by D. R. Walkley, D.C.L., in memory of his son, Winfield Davidson Walkley, are awarded as first and second prizes, respectively, to those members of the Freshman Class who shall excel in declamation, either forensic or dramatic.

ANGELINE BLAKE WOMER MEMORIAL PRIZE of \$75, the income of a fund of \$1,500, to be awarded each year to that student of the Freshman Class who attains the highest grade in rhetoric and composition.

THE GOULD MEMORIAL DRAMA PRIZES, two permanent trophies, value \$1,200, donated by Dr. Herbert M. Gould, in memory of his father, William H. G. Gould, and mother, Myrtle Drum Gould, to be retained by the College, but engraved each year with the name of the man student and woman student who, in the judgment of the President of the College, have made the greatest contribution to the program of dramatic productions of the College.

THE AGNES STERRETT WOODS PRIZE of \$50, to be paid yearly to a woman student for the best short story or best essay.

## SCHOLARSHIPS AND STUDENT AID

The College provides several types of assistance for worthy students in financial need. A number of special loans and scholarship funds have been established over the years by friends of the College, awards from which are made by the donors or by the President on the basis of merit and need. Supplementing these funds, the College annually sets aside from its budget a sum to be used for the several forms of student aid described below.

SCHOLARSHIP AWARDS are made to certain outstanding students with due consideration given to need. Dickinson utilizes the College Scholarship Service sponsored by the College Entrance Examination Board.

GRANTS-IN-AID are available to students who offer high promise of usefulness but who have not achieved scholastic distinction. Such awards are restricted to those who cannot meet the full expense of their college program through incidental employment without serious detriment to their academic work.

STUDENT LOANS are available under the terms of the National Defense Education Act of 1958 (Public Law 85-864) as well as from the college funds listed on pages 157-158.

Financial assistance is normally awarded for the full academic year. The College reserves the right, however, to review individual cases at any time. Normally financial aid is not continued to students on probation. Students who have received financial aid may count upon its renewal, though not necessarily in the same amount or category, subject to the following conditions: attainment of a satisfactory scholastic record; maintenance of a high standard of conduct; continued existence of financial need, and exercise of strict economy.

*All students, except as noted, desiring renewal of financial aid must make application on the "Application for Renewal of Financial Aid" form by February 15. Students whose economic circumstances have changed significantly (over \$500) since the initial award to them of finan-*

*cial assistance by the College must use the form provided by the College Scholarship Service in applying for renewal. Complete information concerning these several types of financial assistance, including all necessary forms, can be obtained from the Director of Student Aid in the Office of Admissions.*

### PRESIDENTIAL SCHOLARSHIPS

By action of the Trustees of the College eight Presidential Full Tuition Scholarships were established in commemoration of the Tenth Anniversary of the Inauguration of President Emeritus William Wilcox Edell. Four of these scholarships are at large, two are assigned to Carlisle, one to Harrisburg and one to Baltimore. Normally two Presidential Scholarships will be awarded each year. Scholarships once awarded will be renewed each year provided the recipient maintains satisfactory character and scholarship.

### FOUNDATION SCHOLARSHIPS

NATIONAL METHODIST SCHOLARSHIPS are available to a number of students. These scholarships are based on recommendation from the pastor of the student's home church, interest and experience in Methodist activities, and high scholarship. Applications for these scholarships should be made to the President's Office of the College.

THE PITCAIRN-CRABBE FOUNDATION of Pittsburgh, Pennsylvania, has made available a scholarship of \$700 to be awarded annually by the President of the College on the basis of need and promise, to students who are the sons or daughters of clergymen, teachers, public servants, or other persons who are engaged in serving the public welfare.

THE GENERAL MOTORS CORPORATION has made available one four-year scholarship for a student in each entering class. The value of these scholarships depends on the need of the students selected, not to exceed \$2,000 per year. Scholarships will be awarded on a competitive basis and application for them should be made to the Dean of Admission.

### ENDOWED SCHOLARSHIPS

THE DICKINSON COLLEGE FRATERNITY SCHOLARSHIP FUNDS totaling \$249,064 established in 1964 by the Alumni Members of the respective local chapters of the ten national fraternities of the College. The annual income from each of these separate fraternity funds is awarded as scholarships to deserving students, with preference given to active members of the particular fraternity.

THE BALDWIN MEMORIAL CHURCH SCHOLARSHIP FUND of \$1,000, established in 1917.

THE M. GRACE BECHTEL MEMORIAL, the interest on a \$1,000 endowment to be paid annually to that student of the College who is preparing for entrance into the Christian ministry of the Central Pennsylvania Conference of The Methodist Church.

THE BODINE SCHOLARSHIP of \$50, established in 1907 by the \$1,000 gift of George I. Bodine, Jr., Esq.

THE GEORGE L. BROWN FUND, established under the will of the late George L. Brown, M.D., of Lucknow, Pa., amounting to \$29,150, provides that the income be applied to the tuition in order of preference, first, of male students from Middle Paxton Township,

Dauphin County, Pa.; secondly, of male students from Susquehanna Township, Dauphin County, Pa.; and lastly, of other worthy and eligible boys.

CENTRAL PENNSYLVANIA METHODIST CONFERENCE SCHOLARSHIP FUND, the income to be used as scholarships for members of churches of the Central Pennsylvania Methodist Conference.

THE CLASS OF 1910 MEMORIAL FUND, established by the Class of 1910 on June 30, 1960, the sum of \$7,826. The income from this fund is to be used for such college purposes as the President of the College shall consider to be of the greatest need, with preference first to the Library and then to scholarship grants.

THE CLASS OF 1914 SCHOLARSHIP, the interest on an accumulating fund which was presented to the College on the twenty-fifth reunion of the class, and on June 30, 1950, amounted to \$4,100, available in the form of scholarship aid to students, by appointment of the President of the College.

THE CLASS OF 1915 SCHOLARSHIP, the interest on a fund presented to the College on the thirtieth reunion of the class on June 3, 1945, amounting to \$5,400 available in the form of scholarship aid to students by appointment of the President of the College, preference to be given to any descendant of a member of the Class of 1915.

THE CLASS OF 1917 SCHOLARSHIP, the interest on a fund presented to the College on the thirtieth reunion of the class on June 7, 1947, amounting to \$3,000, to be awarded annually by the President of the College, preference to be given to any descendant of the Class of 1917.

THE CLASS OF 1918 SCHOLARSHIP, the interest on a fund presented to the College on the thirtieth reunion of the class on June 5, 1948, amounting to \$3,130 to be awarded annually by the President of the College, preference to be given to any descendant of the Class of 1918, and when unassigned, to be used for the operating costs of the College.

THE CLASS OF 1921 SCHOLARSHIP, the interest on a fund presented to the College on the twenty-fifth reunion of the class on June 8, 1946, amounting to \$2,350, to be awarded by the President of the College, preference to be given to any descendant of the Class of 1921.

THE CLASS OF 1922 MEMORIAL FUND, the interest on a fund presented to the College on the twenty-fifth reunion of the class on June 7, 1947, amounting to \$1,208, the income to be used for such college purposes as the President of the College shall consider to be the greatest need with preference first to the Library and then to scholarship grants.

THE CLASS OF 1928 SCHOLARSHIP, the interest on a fund presented to the College on the twenty-fifth reunion of the class in June, 1953, amounting to \$7,672, to be awarded annually by the President of the College, preference to be given to any needy descendant of the Class of 1928, and when unassigned to be used for such college purposes as the President of the College shall consider to be the greatest need.

THE CLASS OF 1930 SCHOLARSHIP, the interest on a fund presented to the College on the twenty-fifth reunion of the class in June 1955, amounting to \$4,280, to be awarded annually by the President of the College, preference to be given to any needy descendant of the Class of 1930.



THE CLASS OF 1935 RED MALCOLM SCHOLARSHIP FUND, amounting to \$30,560. The interest to be awarded annually by the President of the College, preference to be given to any needy descendant of the Class of 1935.

THE CLASS OF 1938 SCHOLARSHIP, amounting to \$3,500, and to be administered by the President of the College.

THE CLASS OF 1960 DR. GILBERT MALCOLM SCHOLARSHIP FUND of \$2,700.

THE JOSEPH AND MARY STRONG CLEMENS SCHOLARSHIP FUND of \$2,500 was established in 1934 by Joseph Clemens, Class of 1894, the income therefrom to be used as scholarship or scholarship-loan aid for the benefit of students of the College who are students for the ministry of The Methodist Church to be selected by the President of the College as needy and worthy.

CARRIE A. W. COBB SCHOLARSHIP FUND of \$5,000, in memory of the Reverend Charles H. Rorer, D.D., because of his abiding interest in the College, his Alma Mater, the income of which is to be awarded by the College to aid students preparing for the ministry.

THE ELEANOR COOPER SCHOLARSHIP FUND of \$5,000, established in 1952. The Dickinson Club of New York may from time to time nominate recipients of such scholarship.

THE CORSON SCHOLARSHIP FUND of \$16,580, in honor of Bishop Fred P. Corson and Frances B. Corson, established by the Wyoming Conference of The Methodist Church. The amount of each scholarship to be limited to \$500 annually from this fund. Every candidate shall be a member of one of the churches of the Wyoming Conference.

THE MR. AND MRS. ROBERT B. DAVIES SCHOLARSHIP FUND of \$14,500, established in January 1962, the income to be used toward the payment of the tuition of any students from Schuylkill County, Pennsylvania, of the Methodist faith, who are attending Dickinson College.

THE NATHAN DODSON CORTRIGHT MEMORIAL SCHOLARSHIP FUND of \$5,000 established by Mrs. Emma L. Keen, of Philadelphia, as a memorial to her father, Nathan Dodson Cortright, is used to aid young men preparing for the ministry.

S. ADELBERT DELUDE SCHOLARSHIP of \$250, established in 1956 by a \$5,600 grant from his estate. In awarding this scholarship preference is given to a student from the New York area.

THE LUCY HOLT DONEY MEMORIAL SCHOLARSHIP FUND of \$1,000, established in 1959 by Jean, Hugh, and John Doney, the income to be used for a worthy and needy student.

THE SMITH ELY SCHOLARSHIP, endowed in 1910 by the Honorable Smith Ely, of New York City, in the sum of \$1,100, students from New York City and vicinity having prior claim.

THE WILLIAM SCHUYLER EVES MEMORIAL SCHOLARSHIP FUND of \$14,000 established in 1956, the annual income to be used for the education of needy and worthy young men who are members of the Jenkintown Methodist Church, Jenkintown, Pennsylvania. The young men to be selected by the President of Dickinson College and the Minister of the

Jenkintown Methodist Church. Any earnings accruing in excess of the needs of the students from the Jenkintown Methodist Church may be used, upon prior approval of the Minister of the Jenkintown Methodist Church, for the benefit of any young man preparing for the ministry.

THE FARMERS TRUST COMPANY SCHOLARSHIP FUND of \$5,000, established in 1961 by the gift of the Farmers Trust Company, Carlisle, Pennsylvania. The income of the Fund available in the form of Scholarship Aid, by appointment of the President of the College, preference to be given to the son or daughter of an employee of the bank.

THE ROBERT M. FERGUSON, JR. MEMORIAL SCHOLARSHIP FUND of \$2,000, the gift of Grace C. Vale, of the Class of 1900.

THE FREEMAN SCHOLARSHIP of \$50, established by the \$1,000 gift of Frank A. Freeman, Esq., of Philadelphia.

THE MELVILLE GAMBRILL MEMORIAL FUND of \$50,000, the gift of Melville Gambrell, of Wilmington, Delaware, a former trustee of the College, the income from which is used to provide education for young men preparing for the ministry.

THE JOHN GILLESPIE MEMORIAL SCHOLARSHIP, interest on \$1,000, the gift in 1911 of Miss Kate S. Gillespie, daughter of John Gillespie, Esq., of Philadelphia, as a memorial to her father.

THE M. BRANDT GOODYEAR SCHOLARSHIP, established in 1961, the income from \$2,000.

THE EDNA GRACE GOODYEAR MEMORIAL FUND of \$5,000, established by the late Samuel M. Goodyear, for many years a trustee of the College, the income therefrom to be awarded annually by the President of the College to a needy and worthy student, first, of students from Carlisle, Pennsylvania; secondly, of students from Cumberland County; and lastly, of other worthy and eligible students.

THE JOHN H. HACKENBERG SCHOLARSHIP was endowed in 1940 by the gift of \$2,000 by the Reverend John H. Hackenberg, D.D. and his wife, the interest to go annually to help some worthy young man preparing for the Methodist ministry.

THE HAVERSTICK AND SNAVELY SCHOLARSHIP, income from an annuity fund of \$1,000 set up in 1910 and designated for endowment of a scholarship.

THE J. FRED HEISSE SCHOLARSHIP FUND of \$2,500 was established in 1925 by his brother, E. W. Heisse, of Baltimore. The proceeds of the fund are awarded from year to year to such student or students as may be named by the donor, or on his failure to nominate, by the President of the College.

THE HONORABLE E. FOSTER HELLER SCHOLARSHIP FUND of \$5,000, established by Anna C. Halsey, the income to be given each year, at the discretion of the President of the College, to such boy or boys of scholastic attainment and of good character who need help for the successful continuance of their course in College.

THE HORN SCHOLARSHIP, income from \$1,000, contributed in 1917 by J. Edward Horn, of Phillipsburg, Pa., to be awarded to some worthy student of the College preparing for useful service.

THE BRUCE HUGHES SCHOLARSHIP, established in 1917, the income from \$950.

THE WILLIAM ALBERT HUTCHISON SCHOLARSHIPS, the income from a fund of \$3,175, presented to the College by the Conway Hall Alumni Association on June 7, 1947, in memory of Dr. William A. Hutchison, Headmaster of Conway Hall Preparatory School, to be awarded by the President of the College, preference to be given to descendants of former students of Conway Hall.

THE CHARLES H. B. KENNEDY MEMORIAL SCHOLARSHIP FUND, the income from \$1,000, given by members of the "D" Club in memory of Professor Charles H. B. Kennedy.

THE DAVID R. SIEBER-IRVING E. KLINE-MABEL SIEBER KLINE SCHOLARSHIP FUND of \$98,256, the income thereof to be applied to assisting deserving students at Dickinson College who, without such assistance, might not be able to obtain the advantages of a college education.

THE MERKEL LANDIS SCHOLARSHIP FUND of \$14,885 established in 1958. The income to be awarded annually by the President of the College to a needy and worthy student, first, of students from Carlisle, Pennsylvania; secondly, of students from Cumberland County; and lastly, of other worthy and eligible students.

THE ALBANUS CHARLES LOGAN MEMORIAL SCHOLARSHIP FUND of \$7,416, the gift of Maria Dickinson Logan, of Philadelphia, the income to be used as a scholarship at the College for some worthy young man, preference being given to a graduate of the Germantown High School.

THE HENRY LOGAN SCHOLARSHIP FUND of \$29,820, the gift of Henry Logan, of the Class of 1910, of Brooklyn, N. Y., the income therefrom to be awarded annually by the President of the College to a needy and worthy student upon the recommendation of the donor during his lifetime.

THE JOHN B. LUCAS SCHOLARSHIP FUND of \$6,925, the income thereof to be used for scholarships to assist a Wilmington boy or girl who needs the income to assure a first year college education, first preference to be given to the child of an employee of the Pennsylvania Railroad Co. or an employee of the Atlas Powder Co.

THE RICHARD H. McANDREWS SCHOLARSHIP, the income from a fund of \$1,225 presented to the College on June 7, 1947, by the Wearers of the "D" to create a memorial to Associate Professor Emeritus R. H. McAndrews of the Department of Physical Education, to be awarded annually by the President of the College.

THE CHARLES WATSON MCKEEHAN SCHOLARSHIP FUND of \$8,425.11, established under the wills of Mary A. McKeehan and Charles L. McKeehan in memory of their husband and father, Charles Watson McKeehan, of the Class of 1867, a trustee of the College 1879-95.

C. H. MASLAND & SONS SCHOLARSHIPS, established in 1945 by the \$20,000 gift of C. H. Masland & Sons, manufacturers, of Carlisle, Pa., awarded annually with preference given to children of employees of C. H. Masland & Sons, then to residents of Carlisle or adjacent territory, and lastly to any other needy and worthy student.

THE BESSIE McCULLOUGH MEMORIAL SCHOLARSHIP FUND, CLASS OF 1911, of \$12,000, established in 1959, the income to be used for worthy and needy students.

THE MAY MEMORIAL ASSOCIATION SCHOLARSHIP FUND of \$2,500 established in memory of Joseph M. and Aimee L. May, the income of which is to be used, when possible, for assisting students from the Greater New York area in consultation with the New York Alumni Association.

THE ARTHUR MILBY SCHOLARSHIP of \$50, established in 1911 by the \$1,000 gift of Miss Mary R. Burton, for the education of worthy young men for the ministry.

THE THEODORE F. MILLER SCHOLARSHIP of \$50, the income from the \$1,000 gift of Theodore F. Miller, Esq., of Philadelphia in 1928.

THE ROY W. MOHLER SCHOLARSHIP FUND of \$6,400 established on his fortieth reunion at Dickinson College by some of his former students at Jefferson Medical School and others. The income to be given in the second semester of his Senior year at Dickinson College to that student who has been accepted for admission to medical school for the following September and who has the greatest financial need, as determined by the President, Treasurer, and Premedical Adviser of Dickinson College.

THOMAS MONTGOMERY SCHOLARSHIP FUND of \$6,030, the gift of Colonel Robert H. Montgomery, LL.D., in memory of his father, Thomas Montgomery, a member of the Class of 1851.

THE NEW JERSEY CONFERENCE OF THE METHODIST CHURCH SCHOLARSHIP of \$500, granted annually, by the Commission on Higher Education of the New Jersey Conference, to a student who has been a member of a Methodist Church within the bounds of the Conference.

THE MARLIN E. OLMSTED SCHOLARSHIPS, established in 1925 by Mrs. Marlin E. Olmsted (Mrs. Vance C. McCormick) in memory of her husband, Marlin E. Olmsted, an honorary alumnus of the College. The scholarships, the proceeds of a capital fund of \$5,000, shall be given each year at the discretion of the President of the College, to such students of good mind, good character, and studious habits as seem to need them for the successful continuance of their course in College.

THE CHARLES E. PETTINOS SCHOLARSHIP FUND of \$30,000 established by the Charles E. and Joy C. Pettinos Foundation; the income to be awarded annually as a scholarship in the name of Mr. Pettinos, former College Trustee.

THE PHILADELPHIA METHODIST CONFERENCE SCHOLARSHIP of \$500 per year is awarded annually to a student beginning his or her sophomore year and is renewable for the following two years provided that the recipient continues to meet the requirements for the award. Qualifications for this scholarship include membership in a church within the Philadelphia Conference of the Methodist Church, financial need, active participation in the religious life of the Dickinson campus and demonstrated evidence of a desire to assist oneself.

THE MARY SACHS SCHOLARSHIP FUND, established in 1963 by the Trustees of the Estate of Miss Mary Sachs in recognition of her lifetime of service and devotion to worthy causes. Income from the fund is to be awarded annually to assist a needy and gifted student at Dickinson College.

THE WILMER WESLEY SALMON SCHOLARSHIP FUND of \$285,126.91, established in 1961 under the will of Cora Belle Salmon in memory of her husband, Wilmer Wesley Salmon, of the Class of 1886 and a trustee of the College 1913-31, the income therefrom to be awarded annually by the President of the College to needy and worthy male students to enable them to complete their education at Dickinson College.

THE VALERIE SCHALL SCHOLARSHIP of \$75, proceeds of a \$1,500 fund, is used in assisting such young men as, in the estimation of the President and Faculty of the College, are of good character, scholarly habits, and deserving of assistance, and who are approved candidates for the Methodist ministry.

THE CHARLES T. SCHOEN SCHOLARSHIPS, ten in number, of \$50 each, established by the \$10,000 gift of the late Charles T. Schoen, of Philadelphia, are awarded annually to such young men and women as the President may designate.

THE ARNOLD BISHOP AND MARY AGNES SHAW SCHOLARSHIP, the annual income from \$1,250, the contribution of their children, Miss Clara W. Shaw, Mrs. Bertha Shaw Nevling, Mrs. Jeanne Shaw Bailey, Calvin Bishop Shaw, Charles M. Shaw. The donors may designate annually some worthy young person in the College in need of financial help.

JAMES ROSS SNOWDEN SCHOLARSHIP FUND, created in the will of Mary T. Snowden Stansfield, of Philadelphia, Pa., by the bequest of \$10,000 for the endowment of a law scholarship in memory of her father, the son of the Reverend Nathaniel Randolph Snowden, a trustee of the College from 1794 to 1827.

THE WILLIAM M. STAUFFER SCHOLARSHIP FOUNDATION, the bequest of \$950 of W. M. Stauffer, of Reading, Pa., in 1917, "to be invested as a special scholarship endowment, the income to be used for the benefit of some deserving student."

THE CAPTAIN JOHN ZUG STEESE SCHOLARSHIP, the interest on a \$1,000 endowment, the gift of his mother, Mrs. Anna Zug Schaeffer Steese, of Mt. Holly Springs, Pa., who has sent four sons to Dickinson, all of whom later served their country with distinction as commissioned officers of the army during World War I; to be awarded annually by the President of the College to some young man who has completed his Sophomore year in the upper third of his class, excelling especially in mathematics; who has engaged successfully in athletics, music, dramatics, or other extra-curricular activities, and to whom financial aid would be real assistance in helping him to continue his college course.

THE MARTIN VAN BLARCOM SCHOLARSHIP FUND of \$5,000, the gift of Martin Van Blarcom, 1911, of Croton-on-Hudson, N. Y., the income thereof to be awarded annually by the President of the College to a needy and worthy student, preference to be given to a resident of Westchester County of N. Y. and when unassigned to be used for operating costs of the College.

THE MOSES VAN CAMPEN CHAPTER D. A. R. SCHOLARSHIP FUND of \$10,000, the gift of Miss Elizabeth A. Low, of the Class of 1891, of Bloomsburg; the income to be awarded annually by the President of the College to a needy and worthy student, preference to be given to students from Columbia County.

THE JULIA VAN DUSEN SCHOLARSHIP FUND of \$5,000, established in 1962 by Henry Logan of the Class of 1910, the income therefrom to be awarded annually by the President of the College to a needy and worthy student, with preference given to residents of New York City area. During his lifetime the donor reserves the right to name the recipient. Thereafter, the award may be made on recommendation of Dickinson Alumni Clubs in New York City or vicinity.

THE ALBERT AND NAOMI WATSON SCHOLARSHIP FUND of \$5,000, the gift of Mr. and Mrs. Albert Watson, of Carlisle, Pa., the income therefrom to be awarded annually by the President of the College to a needy and worthy student, preference to be given to a resident of Carlisle.

THE M. WILLIAM WEDELL SCHOLARSHIP FUND of \$15,000, established in 1948 through a gift of Meta Hofer, of Brooklyn, N. Y., in memory of her brother, M. William Wedell. The income therefrom is assigned annually in the form of a scholarship or several scholarships by the President of the College and when unassigned is used for the operating needs of the College.

M. HELEN LEHMAN WHITMOYER MEMORIAL FUND of \$1,000, the gift of Raymond B. Whitmoyer of the Class of 1913 in memory of his deceased wife, M. Helen Lehman Whitmoyer, of the Class of 1911.

THE ELLA STICKNEY WILLEY SCHOLARSHIP of \$50, established by the \$1,000 gift of Mrs. Ella Stickney Willey, of Pittsburgh, Pa., is awarded annually to such students as may be designated by the donor or by the President.

THE ANNIE WINDOLPH SCHOLARSHIP FUND of \$10,392, established by the bequest of Annie Windolph, the income of which is available to a student or students taking pre-dental work.

THE ROBERT J. AND JOANNE HARDICK WISE SCHOLARSHIP FUND of \$40,000, established in 1965 by Robert J. Wise of the Class of 1953 and Joanne Hardick Wise of the Class of 1955, the income therefrom to be used at the discretion of the College for the College's scholarship program.

THE REVEREND WILLIAM WOOD SCHOLARSHIP of \$100, the income from the \$2,000 gift of Miss Sarah Wood, of Trenton, N. J., is awarded annually to such student as may be designated by the donor or by the President.

JOHN L. YARD SCHOLARSHIP FUND received in 1945 by a bequest totaling \$4,172.94 to establish three memorial scholarships in memory of testator's wife, Emmeline Matilda Van Rensselaer Yard, to be given each year at the discretion of the President of the College to students of good mind, good character, and studious habits, preference to be given to students desiring to enter the ministry who seem to need financial aid for the successful continuance of their courses in college.

THE CHARLES K. ZUG MEMORIAL FUND, a fund of \$5,366 given in January 1930, by the late Lemuel Towers Appold, Esq., Class of 1882, of Baltimore, in memory of his intimate friend, Charles K. Zug, of Philadelphia, Class of 1880, Phi Beta Kappa, a member of the Alumni Council, and for many years a faithful friend and trustee of the College. The income from this fund to be used at the discretion of the President in granting scholarship aid to worthy young men students.

#### UNENDOWED

THE MARY DICKINSON CLUB SCHOLARSHIP of \$500 a year established in 1960, to be awarded by the President of the College upon nomination of the President of the Mary Dickinson Club to a needy and worthy Freshman girl of high academic standing, which may be renewed for the Sophomore, Junior, and Senior years providing that she needs the award to continue in College, maintains satisfactory scholastic standing, and is co-operative in following the rules and aims of the College.

THE AMANDA H. BAKER SCHOLARSHIP, the gift of John S. Snyder and his Company, in memory of the mother of Marion Ellen Baker, of the Class of 1931, the amount of \$250 awarded annually to a student from the White Plains High School, White Plains, New York, or Scarsdale High School, Scarsdale, New York, who is able to demonstrate the need for financial assistance.

THE PAN-HELLENIC COUNCIL SCHOLARSHIP, established by the women's sororities of Dickinson College, is awarded by the President of the College upon nomination of the Pan-Hellenic Council to a needy and deserving woman foreign student, or to an upper-classwoman, preferably a sorority woman.

THE AERO OIL COMPANY SCHOLARSHIP FUND of \$600 annually, is to be awarded to a deserving student from the area in which this company operates, and is administered by the College in accordance with its regulations and procedures for the award of other scholarships.

U. S. ARMY R.O.T.C. SCHOLARSHIPS, two scholarships awarded annually to outstanding sophomore Military Science students; provide college expenses excepting room and board during the junior and senior years. Recipients are selected on the basis of scholarship and leadership potential.

THE PENNSYLVANIA POWER AND LIGHT COMPANY has made available one four-year scholarship for a student in each entering class. The recipients of these annual scholarships of \$1,450 each must be residents of the area served by this company. The scholarships are assigned by the College in accordance with its procedures for the award of other scholarships.

#### · LOAN FUNDS

THE CORNELIA C. THUMM FUND, \$950, the legacy of Mrs. Cornelia C. Thumm, of Philadelphia, 1896, the annual interest on which is to be used for the benefit of some needy student or students of the College, the conditions of appointment and the selection of beneficiaries to rest with the President.

THE EMILY MAY PHELPS ATWOOD LOAN FUND, of \$6,051.50, established in 1942 by her parents, Mr. and Mrs. Andrew H. Phelps, to aid worthy students.

THE CLARA RIEGEL STINE FUND of \$17,708.98, the legacy of Clara Riegel Stine, of Mechanicsburg, Pa., to be used under a loan plan to assist in education of needy and worthy students studying for the ministry of The Methodist Church.

MARIA ELIZABETH VALE STUDENT'S SELF-HELP FUND, the income from a fund of \$25,000, the gift of Ruby R. Vale, Esq., of the Class of 1896, in memory of his daughter, now deceased, and because of his affection for his Alma Mater, and his desire to aid worthy students at the College needing temporary help. Administered by the President with permission to lend \$250 per year to an individual, but not to exceed \$1,000 to anyone during the college course.

THE MARY A. WILCOX, CLASS OF 1896, ENDOWED FUND of \$2,000, established in 1962 by her sister, A. Dorothea Wilcox, in memory of Mary A. Wilcox, Phi Beta Kappa of Class of 1896, who directs that said sum shall form part of the student loan fund and desires that it be perpetuated as a memorial in such manner as the appropriate governing body shall direct.

AMERICAN BANKERS ASSOCIATION FOUNDATION FOR EDUCATION IN ECONOMICS LOAN SCHOLARSHIP. One loan scholarship of \$250 per year. Consult the Treasurer of the College.

BOARD OF EDUCATION OF THE METHODIST CHURCH STUDENT LOAN FUND. Open to members of that Church of at least one year's standing, \$250 in the Freshman year, \$300 in the Sophomore year, \$350 in the Junior year, and \$400 in the Senior year. The total borrowings must not exceed \$2,000. Consult the Treasurer of the College.

CENTRAL PENNSYLVANIA CONFERENCE LOAN FUND. Consult the Treasurer of the College. The maximum per year for a student is \$200, and the total amount loaned to any one person is limited to \$800 during the college course. Five cash scholarships per year of \$100 each are also available from this fund.

THE CLASS OF 1909 SCHOLARSHIP FUND, the interest on an accumulating fund which was presented to the College on the thirty-fifth reunion of the Class, and, on June 30, 1946, amounted to \$2,300, available in the form of scholarship-loan aid to students by appointment of the President of the College, preference to be given to any descendant of a member of the Class of 1909.

THE EMERGENCY LOAN FUND. A fund for temporary small loans in cases of emergency. The principal of the fund, contributed by the alumni, is used as directed by the President of the College.

Students of the College may be eligible for other loan funds which are not administered by the College. Information concerning such funds may be obtained from the College Treasurer.



The  
Directory

## BOARD OF TRUSTEES

### OFFICERS

BOYD LEE SPAHR, A.M., LL.D., D.C.L.	Honorary President
SAMUEL W. WITWER, Ph.B., LL.B., LL.D.	President
CARL C. CHAMBERS, B.S., Sc.D.	Vice President
F. LAMONT HENNINGER, A.M., B.D., Th.D., S.T.D.	Secretary
ARTHUR D. PLATT, B.S., M.A.	Assistant Secretary
GEORGE SHUMAN, JR., Ph.B., LL.D.	Treasurer

### MEMBERS OF THE BOARD

HOWARD L. RUBENDALL, A.B., B.D., D.D., L.H.D. LL.D	<i>Ex Officio</i>
GEORGE SHUMAN, JR., Ph.B., LL.D.	<i>Ex Officio</i>

### LIFE MEMBERS

C. SCOTT ALTHOUSE, Sc.D. (1950)	Reading
ROSCOE O. BONISTEEL, LL.B., D.Sc., LL.D. (1959)	Ann Arbor, Mich.
SUMNER M. DRAYER (1933)	Baltimore, Md.
HENRY LOGAN, A.M., LL.B. (1953)	Brooklyn, N. Y.
ROBERT F. RICH, Ph.B., LL.D. (1917)	Woolrich
BOYD LEE SPAHR, A.M., LL.D., D.C.L. (1908)	Haverford
S. WALTER STAUFFER, Ph.B. (1930)	York
GLENN E. TODD, Ph.B. (1950)	Carlisle

### TERM EXPIRES 1966

WILLIAM H. BAKER (1960)	York
SHERWOOD M. BONNEY, A.B., LL.B. (1961)	Scarsdale, N. Y.
PHILIP C. HERR, B.S., LL.B., C.P.A. (1965)	Lansdowne
C. WENDELL HOLMES, A.B., A.M. (1959)	Cape May Court House, N. J.
WILLIAM S. JENKINS, Ph.B., LL.B., (1958)	Frostburg, Md.
ROY R. KUEBLER, JR., A.B., A.M., Ph.D. (Alumni Trustee) (1962)	Chapel Hill, N. C.
W. GIBBS MCKENNEY, Ph.B., LL.B., LL.D. (1954)	Baltimore, Md.
JAMES R. SHEPLEY, Litt.D. (1965)	Port Washington, N. Y.
BOYD L. SPAHR, JR., A.B., LL.B. (1962)	Blue Bell
SAMUEL W. WITWER, Ph.B., LL.B., LL.D. (1948)	Kenilworth, Ill.

*(Date first elected in parenthesis)*

## TERM EXPIRES 1967

ROLLAND L. ADAMS, LL.D. (1961)	Bethlehem
JAMES T. BUCKLEY, D.Eng. (1943)	Philadelphia
CARL P. CLARE, B.Sc., D.Sc. (1965)	Arlington Heights, Ill.
JOHN M. DAVIDSON, A.B., Ed.M. (1959)	Wayne
WESTON C. OVERHOLT, JR., A.B., LL.B. (Alumni Trustee) (1963)	Springfield
EDWARD C. RAFFENSPERGER, Sc.B., M.D. (1958)	Philadelphia
MARY AMES RAFFENSPERGER, B.A., M.D., Sc.D. (1965)	Philadelphia
ALEXANDER K. SMITH, A.B., D.D. (1957)	Philadelphia
J. MILLARD TAWES, LL.D. (1959)	Crisfield, Md.
ROBERT E. WOODSIDE, A.B., LL.D. (1952)	Millersburg

## TERM EXPIRES 1968

WINFIELD C. COOK, A.B. (Alumni Trustee) (1960)	Plymouth Meeting
FRED P. CORSON, D.D., LL.D., J.U.D. (1944)	Philadelphia
WILLIAM L. ESHELMAN, Ph.B. (1945)	Mohnton
MARY SHARP FOUCHT (1954)	Chicago, Ill.
F. LAMONT HENNINGER, A.M., B.D., Th.D., S.T.D. (1954)	Harrisburg
JOHN M. HOERNER, B.S., M.S., Sc.D. (1965)	Winnetka, Ill.
SIDNEY D. KLINE, A.M., LL.B., LL.D. (1945)	Reading
J. WILLIAM STUART, A.B. (1964)	New York, N. Y.
DAVID M. WALLACE, A.M., LL.B. (1950)	Middletown
LESTER A. WELLIVER, A.B., B.D., D.D., LL.D. (1959)	Harrisburg

## TERM EXPIRES 1969

NEWELL S. BOOTH, S.T.M., Ph.D., D.D., S.T.D. (1965)	Harrisburg
KATHERINE SMITH CARPENTER, A.B., LL.B. (Alumni Trustee) (1965)	Jersey Shore
CARL C. CHAMBERS, B.S., Sc.D. (1952)	Philadelphia
JOEL CLASTER, D.C.S. (1953)	Philadelphia
ROBERT M. FUOSS, A.B. (1966)	Cincinnati, Ohio
PAUL L. HUTCHISON, A.M., LL.B. (1949)	Camp Hill
EDWARD G. LATCH, A.B., B.D., A.M., D.D. (1958)	Washington, D. C.
*GILBERT MALCOLM, A.M., LL.B., LL.D. (1961)	Carlisle
**W. VERNON MIDDLETON, M.A., Ph.D., D.D., LL.D. (1961)	Pittsburgh
JOHN B. PETERS, Ph.B. (1959)	Gardners
ROBERT WAIDNER, A.B., LL.B. (1948)	Baltimore, Md.
HARRY C. ZUG, B.A., M.B.A. (1966)	Philadelphia

## TERM EXPIRES 1970

WILLIAM H. BAKER (1960)	York
SHERWOOD M. BONNEY, A.B., LL.B. (1961)	Scarsdale, N. Y.
C. WENDELL HOLMES, A.B., A.M. (1959)	Cape May Court House, N. J.
WILLIAM S. JENKINS, Ph.B., LL.B. (1958)	Frostburg, Md.

\*Deceased, July 2, 1965

\*\*Deceased, November 12, 1965

ROY R. KUEBLER, JR., A.B., A.M., Ph.D. (Alumni Trustee) (1962) Chapel Hill, N. C.  
C. LAW McCABE, B.S., M.S., D.Sc., Sc.D. (1966) Detroit, Mich.  
W. GIBBS MCKENNEY, Ph.B., LL.B., LL.D. (1954) Baltimore, Md.  
JAMES R. SHEPLEY, Litt.D. (1965) Port Washington, N. Y.  
BOYD L. SPAHR, JR., A.B., LL.B. (1962) Blue Bell  
SAMUEL W. WITWER, Ph.B., LL.B., LL.D. (1948) Kenilworth, Ill.

EMERITI

HERBERT M. GOULD, LL.B., D.B.A., LL.D. (1955) Birmingham, Mich.  
DEAN HOFFMAN, A.B. (1925) St. Petersburg, Fla.  
KARL E. RICHARDS, Ph.B. (1943) Harrisburg

COMMITTEES OF THE  
BOARD OF TRUSTEES

1966-1967

Boyd Lee Spahr, Samuel W. Witwer and Howard L. Rubendall *are ex-officio members of all committees. In some cases, they are listed specifically, but where not listed they are ex-officio members.*

STANDING COMMITTEES

EXECUTIVE

SAMUEL W. WITWER, *Chairman*

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	ROBERT E. WOODSIDE

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KATHERINE S. CARPENTER	LESTER A. WELLIVER
	HARRY C. ZUG

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C. LAW McCABE

C. WENDELL HOLMES

MARY AMES RAFFENSPERGER

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JOHN E. BENSON

JAMES R. SHEPLEY

FREDERICK P. FERRÉ

SAMUEL W. WITWER

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BOYD L. SPAHR, JR.

WESTON C. OVERHOLT, JR.

ROBERT A. WAIDNER

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*Administration*

*Faculty*

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BENJAMIN D. JAMES

BRUCE R. ANDREWS

CARL C. CHAMBERS

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FRANK R. HARTMAN

WESTON C. OVERHOLT, JR.

GEORGE SHUMAN, JR.

WILLIAM B. JEFFRIES

ARTHUR D. PLATT, *Secretary*

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JOHN B. PETERS

GEORGE SHUMAN, JR.

HOWARD L. RUBENDALL

\*J. BOYD LANDIS, *College Counsel*

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JAMES R. SHEPLEY, *Chairman*

ROBERT M. FUOSS

\*JOHN S. SNYDER

\*VINCENT J. SCHAFMEISTER, JR.

J. WILLIAM STUART

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WESTON C. OVERHOLT, JR.

JOHN B. PETERS

ROBERT E. WOODSIDE

LONG-RANGE PLANNING

CARL C. CHAMBERS, *Chairman*

ROLLAND L. ADAMS

JOHN M. HOERNER

CARL P. CLARE

SIDNEY D. KLINE

JOHN M. DAVIDSON

JAMES R. SHEPLEY

ROBERT M. FUOSS

J. WILLIAM STUART

*Life Trustee Members:* ROSCOE O. BONISTEEL, GLENN E. TODD

\*Non-Trustee

## FACULTY

1965-1967

HOWARD LANE RUBENDALL

*The President of the College, Lemuel T. Appold Foundation (1961).*

A.B., Dickinson College, 1931; D.D., 1945; B.D., Union Theological Seminary, 1937; L.H.D., Trinity College, 1957; LL.D., University of Pennsylvania, 1966.

SAMUEL HAYS MAGILL

*Dean of the College, Associate Professor of Religion (1962).*

A.B., University of North Carolina, 1950; B.D., Yale University, 1953; Ph.D., Duke University, 1962.

WILLIAM ROBERT BOWDEN

*Professor of English, Acting Chairman of the Department of English, † Secretary of the Faculty (1948).*

A.B., Haverford College, 1935; A.M., Duke University, 1937; Ph.D., Yale University, 1948.

\*JOHN HENRY LIGHT

*Registrar, † Associate Professor of Mathematics (1959).*

B.S., Lebanon Valley College, 1948; M.S. in Physics, Pennsylvania State University, 1950; M.S., Eng. Mech., 1957.

WILLIAM HOWARD BENSON

*Registrar, † Associate Professor of Mathematics (1955).*

B.S., U. S. Naval Academy, 1925; Graduate, U. S. Navy Postgraduate School, 1934.



WILLIAM WILCOX EDEL

*The President of the College, Emeritus (1946).*

A.B., Dickinson College, 1915; A.M., 1919; D.D., 1935; S.T.B., Boston University School of Theology, 1921; L.H.D., Keuka College, 1944; D.D., Hobart College, 1944; LL.D., Gettysburg College, 1949; LL.D., University of Pennsylvania, 1949; D.Hu., Boston University, 1950; J.U.D., Lebanon Valley College, 1956; F.I.A.L., 1959.

*(Date first appointed appears in parenthesis)*

\*Sabbatical leave, 1965-66

†Effective July 1, 1966

‡Until June 30, 1966

HERBERT WING, JR.

*Robert Coleman Professor Emeritus of History (1915).*

A.B., Harvard College, 1909; A.M., University of Wisconsin, 1911; Ph.D., 1915; L.H.D., Dickinson College, 1960.

LEWIS GUY ROHRBAUGH

*Thomas Bowman Professor Emeritus of Philosophy and Religion (1922).*

A.B., Dickinson College, 1907; A.M., 1910; B.D., Drew Theological Seminary, 1910; Ph.D., State University of Iowa, 1922.

WELLINGTON AMOS PARLIN

*Professor Emeritus of Physics (1930).*

A.B., Simpson College, 1921; M.S., University of Iowa, 1922; Ph.D., Johns Hopkins University, 1929.

JOHN CRAWFORD MILTON GRIMM

*Professor Emeritus of Romance Languages (1922).*

B.A., Ohio State University, 1911; M.A., 1912; Ph.D., University of Pennsylvania, 1916.

WILLIAM DRUM GOULD

*George Henry and Bertha Curry Ketterer Professor Emeritus of Philosophy and Religion (1937).*

A.B., Wesleyan University, 1919; B.D., Garrett Biblical Institute, 1922; Ph.D., Boston University, 1929.

CHARLES DAVID KEPNER

*Professor Emeritus of Sociology (1946).*

B.A., Williams College, 1916; A.M., Harvard University, 1917; S.T.B., Andover Theological Seminary, 1922; Ph.D., Columbia University, 1936.

MAY MORRIS

*Professor Emerita of Library Science (1927).*

Ph.B., Dickinson College, 1909; Graduate, Pratt Institute School of Library Science, 1917.

MARY BUCKLEY TAINTOR

*Professor Emerita of Romance Languages (1928).*

A.B., Ripon College, 1911; A.M., Leland Stanford Jr. University, 1918.

FRIEDRICH SANDELS

*Professor Emeritus of German (1946).*

Ph.D., University of Giessen, Germany, 1912.



JAMES CLAIR McCULLOUGH

*Richard V. C. Watkins Professor Emeritus of Education (1943).*  
Ph.B., Dickinson College, 1909; A.M., 1912; Ph.D., New York  
University, 1939.

RALPH SCHECTER

*Thomas Beaver Professor Emeritus of English Literature (1922).*  
A.B., University of Illinois, 1916.

EDGAR MOORE FINCK\*

*Henry Ford Professor Emeritus of Education (1952).*  
Litt.B., Princeton University, 1910; M.A., 1912; Ph.D., New  
York University, 1930.

DAVID IVAN GLEIM

*Professor Emeritus of Chemistry (1946).*  
B.S., Franklin and Marshall College, 1918; M.A., Columbia  
University, 1920.

ARTHUR MAX PRINZ

*Professor Emeritus of Economics (1948).*  
Ph.D., University of Berlin, 1923; *Lindback Award for Distin-*  
*guished Teaching, 1965-1966.*

MARGARET McALPIN RAMOS

*Professor Emerita of Modern Languages (1950).*  
A.B., Syracuse University, 1931; M.A., University of Tennessee,  
1948.

ASA W. CLIMENHAGA

*Associate Professor Emeritus of Education (1950).*  
A.B., Taylor University, 1919; M.A., Wittenberg University,  
1940; Ed.D., Syracuse University, 1945.

HERBERT ROYCE

*Associate Professor Emeritus of Modern Languages (1959).*  
Dr. rer. pol., University of Kaliningrad, 1926.



LEE ANN ALBERT

*Instructor in Physical Education (1952, 1966).*  
B.S., Pennsylvania State University, 1948.

HERBERT S. ALEXANDER

*Assistant Professor of Psychology (1963).*  
A.B., Brown University, 1952; M.A., Columbia University,  
1960; Ph.D., 1965.

*\*Deceased, May 13, 1966*

GEORGE JAMES ALLAN

*Assistant Professor of Philosophy (1963).*

B. A., Grinnell College, 1957; B. D., Union Theological Seminary, 1960; Ph.D., Yale University, 1963.

MERLE FREDERICK ALLSHOUSE

*Assistant Professor of Philosophy (1963).*

B. A., DePauw University, 1957; M. A., Yale University, 1959; Ph.D., 1966.

\*BRUCE R. ANDREWS

*Associate Professor of Political Science (1960).*

A.B., Syracuse University, 1950; Ph.D., Maxwell Graduate School of Citizenship and Public Affairs, 1961.

PATRICIA BALDWIN ANDREWS

*Assistant Reference Librarian with Rank of Instructor (1965).*

B. A., Radcliffe College, 1949; M.S. in L.S., Drexel Institute of Technology, 1965.

PAUL FRANCIS MATHEW ANGIOLILLO

*Professor of French Language and Literature, Chairman of the Department of Modern Languages (1962).*

A.B., Columbia University, 1938; A.M., in French, Columbia University, 1939; Ph.D., 1946; Postdoctoral Studies, University of Geneva, 1946-47; Officier d'Académie, 1956; Officier des Palmes Académiques, 1961.

EDWARD JOSEPH ASHNAULT

*Instructor in Physical Education (1964).*

B.Ed., Plymouth State College, 1960; M.Ed., Fairfield University, 1964.

KATHLEEN WHITE BARBER

*Assistant Professor of Physical Education (1960).*

A.B., Syracuse University, 1947.

LEE WILMER BARIC

*Assistant Professor of Mathematics (1964).*

B.S., Dickinson College, 1956; M.Sc., Lehigh University, 1961; Ph.D., 1966.

MAC EUGENE BARRICK

*Assistant Professor of Spanish (1964).*

A.B., Dickinson College, 1955; M.A., University of Illinois, 1957; Ph.D., 1966.

\**Sabbatical leave, fall semester, 1966-67*

## DANIEL RODNEY BECHTEL

*Assistant Professor of Religion (1964).*

A.B., Franklin and Marshall College, 1954; B.D., Yale University, 1958; Ph.D., Drew University, 1964.

## \*GERALD LEE BELCHER

*Instructor in History (1965).*

A.A., Battle Creek Community College, 1961; A.B., University of Michigan, 1963; M.A., 1964.

## JOHN EDWARD BENSON

*Associate Professor of Chemistry, Chairman of the Department of Chemistry (1964).*

B.S., Pennsylvania State University, 1950; M.A., Princeton University, 1955; Ph.D., 1957.

## PAUL JOSEPH BIEBEL

*Assistant Professor of Biology (1963).*

B.S., University of Notre Dame, 1949; M.S., St. Louis University, 1955; Ph.D., Indiana University, 1963.

## ELIZABETH JEAN BILLINGS

*Assistant in French and German (1965).*

A.B., Western Reserve University, 1944; M.A., 1945; Certificate, Hochschule für Musik (Stuttgart, Germany), 1954.

## JANINE BITTON

*Instructor in French (1966).*

B.A., West Virginia University, 1965; M.A., Middlebury College, 1966.

## MARIANNA BOGOJAVLENSKY

*Associate Professor of German and Russian Language and Literature (1963).*

M.A., University of Helsinki, 1939; Ph.D., University of Pennsylvania, 1959.

## HARRY FEHR BOOTH

*Associate Professor of Religion, Chairman of the Department of Religion (1964).*

A.B., Harvard College, 1949; S.T.B., Boston University, 1952; Ph.D., 1963.

\*Until June 30, 1966

\*JOHN HORACE BROUJOS

*Instructor in Public Speaking (1964).*

A.B., University of Delaware, 1954; LL.B., Dickinson School of Law, 1958.

LOUISE BROUJOS

*Instructor in Public Speaking (1963).*

B.S., California State Teachers College, 1949; M.L., University of Pittsburgh, 1952.

DAVID FRANTZ BRUBAKER

*Associate Professor of Drama (1956).*

A.B., Franklin and Marshall College, 1948.

TRUMAN CAMPBELL BULLARD

*Instructor in Music (1965).*

A.B., Haverford College, 1960; A.M., Harvard University, 1963.

PHILIP ROGER BUZZELL

*Assistant Professor of Military Science (1966).*

B.A., Middlebury College, 1959; Captain, Artillery, U. S. Army.

WILLIAM EDWIN CAGE

*Assistant Professor of Economics (1966).*

B.A., Rockford College, 1963; Ph.D., University of Virginia, 1966.

\*\*JAMES WILLIAM CARSON

*Assistant Professor of History (1956).*

B.S., in Education, Miami University, 1948; M.A., 1951.

MARCIA BACON CONNER

*Assistant in English (1964).*

B.A., Cornell College, 1947; M.A., Teachers College, Columbia University, 1949.

†STEPHEN B. COSLETT

*Associate Professor of Psychology, Director of Counseling (1960).*

B.S., University of Pittsburgh, 1953; M.A., University of Denver, 1957; Ph.D., 1960.

*\*Resigned, April 1, 1966*

*\*\*Sabbatical leave, spring semester, 1966-67*

*†Sabbatical leave, 1966-67*

RAY H. CRIST

*Professor of Chemistry (1963).*

A.B., Dickinson College, 1920; Sc.D., 1960; A.M., Columbia University, 1922; Ph.D., 1926.

JOHN BAKER CUTLER

*Assistant Professor of Fine Arts (1966).*

B.A., Yale University, 1961; M.A., 1963.

ARUN KUMAR DATTA

*Assistant Professor of Economics (1965).*

B.A., Calcutta University, 1947; M.A., 1950; Ph.D., State University of New York at Buffalo, 1965.

\*JOHN DEBORDE, JR.

*Assistant Instructor, Reserve Officer Training Corps Unit (1963).*

Master Sergeant, U. S. Army.

MARK LOUIS DEMBINSKI

*Assistant Professor of Military Science (1966).*

B.S., Georgetown University, 1958; Captain, Armor, U. S. Army.

MICHEL LAURIER DE REPENTIGNY

*Instructor in French (1965).*

B.A., Saint-Boniface College, University of Manitoba, 1962; M.A., Laval University, 1966.

\*\*WINTHROP CECIL DIFFORD

*Professor of Geology, Assistant Mace Bearer (1954).*

B.S., Mt. Union College, 1943; M.S., West Virginia University, 1947; Ph.D., Syracuse University, 1954.

BETTIE ANNE DOEBLER

*Assistant Professor of English (1961).*

B.A., Duke University, 1953; M.A., 1955; Ph.D., University of Wisconsin, 1961.

JOHN WILLARD DOEBLER

*Associate Professor of English (1961).*

B.A., Duke University, 1954; M.A., University of Wisconsin, 1955; Ph.D., 1961.

*\*Until August 28, 1966*

*\*\*Resigned, June 30, 1966*

JOSEPH GORDON DUCHARME

*Associate Professor of Physical Education, Chairman of the Department of Physical Education (1955).*

B.S., in Physical Education, Ithaca College, 1948; M.A., in Physical Education, New York University, 1951.

RICHARD D. EATON

*Assistant Instructor, Reserve Officer Training Corps Unit (1966).*  
Master Sergeant, U. S. Army.

DAVID BALBACH EAVENSON

*Associate Professor of Physical Education, Director of Athletics (1955).*

B.S., Bucknell University, 1954.

\*LARRY LEROY ESHELMAN

*Reference Librarian with Rank of Instructor (1965).*

B.A., Lycoming College, 1960; M.L.S., Rutgers, The State University, 1963.

FREDERICK POND FERRÉ

*Associate Professor of Philosophy, Chairman of the Department of Philosophy (1962).*

A.B., Boston University, 1954; M.A., Vanderbilt University, 1955; Ph.D., University of St. Andrews, 1959.

DONALD WILLIAM FLAHERTY

*Professor of Political Science (1952).*

A.B., Syracuse University, 1943; Ph.D., 1954.

MILTON EMBICK FLOWER

*Professor of Political Science, Chairman of the Department of Political Science, Assistant Marshal (1957).*

A.B., Dickinson College, 1931; A.M., Columbia University, 1938; Ph.D., 1946.

YATES McDONALD FORBIS

*Deputy Librarian with Rank of Associate Professor (1965).*

B.S., Appalachian State Teachers College, 1951; M.A., 1955; M.S. in L.S., Columbia University, 1960.

ARTURO A. FOX

*Assistant Professor of Spanish (1966).*

Bachelor of letters and sciences, The Friends School, Institute Pre-universitario de Holguin (Cuba), 1952; Doctor en Derecho, University of Havana, 1960.

\*Resigned, June 1, 1966

JOHNNIE L. FOX

*Assistant Instructor, Reserve Officer Training Corps Unit (1965).*  
Staff Sergeant, U. S. Army.

\*J. WILLIAM FREY

*Visiting Professor of Russian (1960).*  
A.B., Dickinson College, 1937; A.M., University of Illinois, 1939;  
Ph.D., 1941.

CLARKE WILLIAM GARRETT

*Assistant Professor of History (1965).*  
B.A., Carleton College, 1956; M.S., University of Wisconsin,  
1957; Ph.D., 1961.

WARREN JAMES GATES

*Professor of History, Coordinator of American Studies (1951).*  
A.B., Duke University, 1941; A.M., University of Pennsylvania,  
1947; Ph.D., 1951.

JANE MARIE GIEGENGACK

*Instructor in Classics (1966).*  
A.B., College of New Rochelle, 1963; M.A., Yale University, 1964.

\*\*HAROLD REESE GILLESPIE, JR.

*Assistant Professor of English (1960).*  
B.A., University of Texas, 1951; M.A., 1956.

WILBUR J. GOBRECHT

*Assistant Professor of Physical Education (1960).*  
A.B., Dickinson College, 1952; A.M., Duke University, 1959.

DONALD E. GORDON

*Associate Professor of Fine Arts, Chairman of the Department of  
Fine Arts (1960).*  
A.B., Harvard University, 1952; A.M., 1953; Ph.D., 1960.

DONALD TURNER GRAFFAM

*Professor of Psychology and Education (1952).*  
A.B., University of Redlands, 1926; A.M., University of South-  
ern California, 1933; Ed.D., 1949.

PETER CLUNE GREENE

*Assistant Professor of Psychology (1966).*  
B.A., Brown University, 1961.

\*Until June 30, 1966

\*\*Sabbatical leave, fall semester, 1966-67

HENRY WILLIAM ANDREW HANSON III

*Assistant Professor of Geology (1966).*

B.S., University of Alaska, 1960; M.S., Pennsylvania State University, 1965.

\*HEBER REECE HARPER

*Associate Professor of Political Science (1954).*

B.S., Haverford College, 1942; M.A., University of Michigan, 1948.

\*\*FRANK RITTENHOUSE HARTMAN

*Associate Professor of Psychology, Chairman of the Department of Psychology (1960).*

B.S., Pennsylvania State University, 1953; M.S., 1955; Ph.D., 1957.

ALFRED NEWLON HARTSHORN

*Assistant Professor of English (1958).*

A.B., University of Rochester, 1932; A.M., 1957.

JOHN STANTON HENDERSON

*Assistant Professor of French (1966).*

B.A., Bates College, 1961; M.A., Brown University, 1963; Ph.D., 1966.

ELMER CHARLES HERBER

*Professor of Biology (1929).*

A.B., Ursinus College, 1925; A.M., University of Pennsylvania, 1929; Sc.D., Johns Hopkins University, 1941.

AMOS BENJAMIN HORLACHER

*Professor of English (1947).*

A.B., Wesleyan University, 1926; S.T.B., Union Theological Seminary, 1929; D.D., Wesleyan University, 1943; M.A., Columbia University, 1952; Ed.D., 1957. *Lindback Award for Distinguished Teaching, 1960-1961.*

ANDREW CRAIG HOUSTON

*Associate Professor of Economics, Chairman of the Department of Economics (1956).*

A.B., Pennsylvania State University, 1951; Graduate School for English Speaking Students, University of Stockholm, 1952; Ph.D., Pennsylvania State University, 1962.

\**Sabbatical leave, 1965-66*

\*\**Sabbatical leave, fall semester, 1966-67*



BENJAMIN DAVID JAMES

*Dean of Students, Richard V. C. Watkins Professor of Psychology and Education (1941).*

A.B., Dickinson College, 1934; M.A., Bucknell University, 1936; Ph.D., University of Pennsylvania, 1962.

DAVID ROWE JEFFERSON

*Dean of Admission (1963).*

B.A., Harvard University, 1953; B.D., Yale University, 1956.

KENNETH N. JONES

*Assistant Instructor, Reserve Officer Training Corps Unit (1965).*

Specialist, 5th Class, U.S. Army.

WILLIAM BOWMAN JEFFRIES

*Associate Professor of Biology, Chairman of the Department of Biology (1959).*

B.S., University of Pittsburgh, 1949; M.A., University of North Carolina, 1952; Ph.D., 1955.

VYTAUTAS M. KAVOLIS

*Associate Professor of Sociology, Chairman of the Department of Sociology and Anthropology (1964).*

B.A., University of Wisconsin, 1952; M.A., Harvard University, 1956; Ph.D., 1960.

ANTHONY FRANCIS KEHOE

*Assistant Instructor, Reserve Officer Training Corps Unit (1964).*

Sergeant Major, U. S. Army.

CHARLES FLINT KELLOGG

*Professor of History, Chairman of the Department of History, Marshal of the College (1946).*

A.B., Bard College of Columbia University, 1931; M.A., Harvard University, 1933; L.H.D., Bard College, 1960; Ph.D., Johns Hopkins University, 1963.

CAROLINE HEATH KENNEDY

*Professor of Modern Languages (1948).*

A.B., Birmingham-Southern College, 1926; M.A., Alabama University, 1930; Docteur D'Université, Université Laval, 1942.

\*CARL ELWOOD KERR

*Professor of Mathematics (1959).*

B.S., LaSalle College, 1950; M.A., University of Delaware, 1953; Ph.D. Lehigh University, 1959; *Lindback Award for Distinguished Teaching, 1963-1964.*

\**Sabbatical leave, 1966-67*

\*JOHN LLOYD KING

*Associate Professor of Accounting (1959).*

B.A., Princeton University, 1948; M.A., University of Denver, 1950.

WILLIAM WRIGHT KIRK

*Professor of Modern Languages (1946).*

A.B., University of Delaware, 1930; M.A., Middlebury French School, 1935; Ph.D., University of Illinois, 1955.

\*\*JUDITH FOLGER KNEEN

*Assistant Professor of Mathematics (1960).*

A.B., Bryn Mawr College, 1958; A.M., Radcliffe College, 1960.

DENNIS PAUL KUDLAWIEC

*Assistant Professor of Music (1965).*

B.A., Coe College, 1956; M.S., University of Illinois, 1960.

†LILIANE L. LANGE

*Assistant in French (1964).*

Second Degree, University of Law, Aix-en-Provence, 1942.

PETER JAMES LARDNER

*Assistant Professor of Biology (1965).*

B.S., Denison University, 1960; Ph.D., University of Arizona, 1966.

KENNETH L. LAWS

*Associate Professor of Physics (1962).*

B.S., California Institute of Technology, 1956; M.S., University of Pennsylvania, 1958; Ph.D., Bryn Mawr College, 1962.

PRISCILLA WATSON LAWS

*Assistant Professor of Physics (1965).*

B.A., Reed College, 1961; M.A., Bryn Mawr College, 1963; Ph.D., 1965.

‡MARY R. LEARNED

*Visiting Professor of Romance Languages (1963).*

A.B., Dickinson College, 1921; M.A., University of North Carolina, 1923; Ph.D., Radcliffe College, 1943.

\*Sabbatical leave, 1965-66

\*\*On leave, 1965-66, 1966-67

†Resigned, June 30, 1966

‡Until June 30, 1966

## \*DOLORES B. LEZZER

*Instructor in Physical Education (1961).*  
B.S., Slippery Rock State College, 1958.

## PHILIP NORTH LOCKHART

*Associate Professor of Classical Languages, Chairman of the Department of Classical Languages (1963).*  
B.A., University of Pennsylvania, 1950; M.A., University of North Carolina, 1951; Ph.D., Yale University, 1959.

## HOWARD CHARLES LONG

*Professor of Physics, Chairman of the Department of Physics and Astronomy, Assistant Marshal (1959).*  
A.B., Northwestern University, 1941; Ph.D., Ohio State University, 1948.

## NANCY JOANNE LOUGHRIDGE

*Head of Readers' Services, Library, with Rank of Assistant Professor (1960).*  
A.B., Antioch College, 1953; M.A.L.S., University of Michigan, 1957.

## \*ALLAN IRA LUDWIG

*Assistant Professor of Fine Arts (1964).*  
B.F.A., Yale University, 1956; M.A., 1961; Ph.D., 1964.

## DONALD THEODORE MARLESKI

*Instructor in English (1965).*  
B.A., Northwestern University, 1963; M.A., 1964.

## ROBERT ELMER MARSHALL

*Instructor in Physical Education (1964).*  
B.P.E., Purdue University, 1962.

## PETER EVANS MARTIN

*Associate Professor of Mathematics, Chairman of the Department of Mathematics (1965).*  
B.A., Yale University, 1950; M.A., Harvard University, 1951; Ph.D., 1958.

## ENRIQUE JOSE MARTINEZ

*Assistant Professor of Spanish (1965).*  
B.A., Universidad de Barcelona, 1953; B.D., Eastern Baptist Theological Seminary, 1956; Th.M., 1958; M.A., Temple University, 1960.

\*On leave, 1966-67

WARREN MELVIN MAURER

*Associate Professor of Education (1962).*

B.S., Pennsylvania State University, 1951; M.S., Stout State College, Menomonie, Wisconsin, 1955; Ed.D., Pennsylvania State University, 1964.

\*EUGENE RONALD McBRIDE

*Assistant Professor of Military Science (1963).*

B.S., Seton Hall University, 1957; Captain, Armor, U. S. Army.

BARBARA BROWN McDONALD

*Associate Professor of Biology (1956).*

B.S., Simmons College, 1948; M.A., Columbia University, 1955; Ph.D., 1957.

DANIEL JAMES McDONALD

*Associate Professor of Biology (1956).*

B.S., Siena College, 1950; M.A., Columbia University, 1954; Ph.D., 1955.

THOMAS CARTWRIGHT MENTZER

*Assistant Professor of Geology (1965).*

A.B., Williams College, 1956; M.S., Lehigh University, 1958; Ph.D., 1963.

JOHN HOWARD MUNCH

*Assistant Professor of Chemistry (1965).*

B.A., Swarthmore College, 1960; Ph.D., University of Wisconsin, 1965.

M. BENTON NAFF

*Associate Professor of Chemistry (1958).*

B.S., University of Kentucky, 1941; M.S., 1946; Ph.D., Oregon State College, 1950.

CORDELIA MILLER NEITZ

*Catalogue Librarian with Rank of Assistant Professor (1962).*

B.S. in L.S., Syracuse University, 1931.

ROGER EASTMAN NELSON

*Professor of Mathematics (1949).*

B.S., United States Naval Academy, 1922; M.A., Dartmouth College, 1946.

\*Until June 30, 1966

## \*HERBERT ELLIS NEWMAN

*Professor of Economics (1959).*

A.B., Birmingham-Southern College, 1936; A.M., University of Virginia, 1938; Ph.D., 1940.

## WILLIAM NICKEY

*Instructor in Physical Education (1966).*

B.S., West Chester State College, 1957.

## KARL ROBERT NILSSON

*Associate Professor of Political Science and Director, Center for International Studies, Bologna, Italy (1962).*

B.A., Temple University, 1951; M.A., Johns Hopkins University, 1957; Ph.D., Columbia University, 1964. *Lindback Award for Distinguished Teaching, 1963-1964.*

## STANLEY NODDER, JR.

*Associate Professor of Classical Languages (1961).*

A.B., Eastern Baptist College, 1953; B.D., Eastern Theological Seminary, 1957; A.M., University of Pennsylvania, 1958; Ph.D., 1964.

## \*\*ROBERT JOHN ORMSBY

*Instructor in Classics (1965).*

A.B., University of Pennsylvania, 1962; M.A., University of Washington, 1963.

## \*LOIS PAGE

*Assistant in English (1964).*

B.A., Dickinson College, 1961; M.A., West Virginia University, 1963.

## ELIZABETH PARKER

*Assistant Professor of Fine Arts (1966).*

B.A., McMaster University, 1960; M.A., University of Toronto, 1962; Ph.D., 1965.

## NANCY LAYTON PARSLY

*Assistant Catalogue Librarian with Rank of Instructor (1966).*

B.A., Ursinus College, 1959; M.S. in L.S., Drexel Library School, 1963.

*\*Resigned, June 30, 1966*

*\*\*Until June 30, 1966*

\*D. GRANT PEACOCK

*Instructor in Accounting (1965).*

B.A., Ohio Wesley University, 1959.

N. RONALD PEASE

*Dean of Men (1963).*

A.B., Gettysburg College, 1955; M.A., Colgate University, 1957.

†JOHN CHRISTIAN PFLAUM

*Professor of History (1946).*

B.S., University of Pennsylvania, 1925; M.A., 1929; *Lindback Award for Distinguished Teaching, 1965-1966.*

\*CHARLES EDWARD PLATT

*Visiting Professor of Psychology (1965).*

A.B., Wittenberg College, 1942; M.A., Ohio State University, 1947; Ph.D., 1951.

J. FORREST POSEY, JR.

*Assistant Professor of Music, Chairman of the Department of Music (1962).*

B.Mus., Hardin-Simmons University, 1951; M.Mus., University of Texas, 1954; M.A., Harvard University, 1962.

\*\*CHARLEY ANN PERKINS RHOADS

*Instructor in French (1964).*

A.B., Dickinson College, 1960; M.A., Middlebury College, 1961.

GEORGE NELSON RHYNE

*Assistant Professor of History (1965).*

A.B., Davidson College, 1961; M.A., University of North Carolina, 1963.

MICHEL PAUL RICHARD

*Assistant Professor of Sociology (1965).*

A.B., University of Chicago, 1951; M.A., 1955.

HORACE ELTON ROGERS

*Alfred Victor duPont Professor of Analytical Chemistry (1925).*

B.S., Dickinson College, 1924; M.A., Lafayette College, 1925; Ph.D., Princeton University, 1930. *Lindback Award for Distinguished Teaching, 1962-1963.*

\*Until June 30, 1966

\*\*Resigned, June 30, 1966

†Sabbatical leave, spring semester, 1965-66

DIETER JUERGEN ROLLFINKE

*Instructor in German (1964).*

B.S., Rensselaer Polytechnic Institute, 1963.

GERALD C. ROPER

*Assistant Professor of Chemistry (1962).*

A.A., Boston University, 1953; B.A., 1956; Ph.D., 1966.

EUGENE JOSEPH ROSI

*Assistant Professor of Political Science (1965).*

B.A., Syracuse University, 1952; M.A., 1953; Diploma, Johns Hopkins School of Advanced International Studies (Bologna), 1958; Ph.D., Columbia University, 1964.

\*JOSEPH RUSSELL RUFF

*Instructor in English (1964).*

B.S., Shippensburg State College, 1960; M.A., Temple University, 1964.

\*\*HILBERT S. SABIN

*Instructor in Fine Arts (1962).*

Certificate, Pennsylvania Academy of Art, 1957; B.F.A., University of Pennsylvania, 1958; M.F.A., University of Pittsburgh, 1962.

†JOSEPH HARRIS SCHIFFMAN

*Professor of English, Chairman of the Department of English (1958).*

B.A., Long Island University, 1937; M.A., Columbia University, 1957; Ph.D., New York University, 1951. *Lindback Award for Distinguished Teaching, 1961-1962.*

\*MARILYN LOW SCHMITT

*Instructor in Fine Arts (1964).*

B.A., Lawrence College, 1960; M.A., University of California, Berkeley, 1962.

PAUL M. SCHWARTZ

*Instructor in Mathematics (1965).*

B.S., University of Chicago, 1959; M.S., University of Illinois, 1962.

\*Until June 30, 1966

\*\*On leave, 1965-66

†Sabbatical leave, 1965-66

HENRY WADE SEAFORD, JR.

*Assistant Professor of Sociology and Anthropology (1961).*

A.B., Wheaton College, 1946; A.M., Harvard University, 1964.

DONALD RECK SEIBERT

*Associate Professor of Physical Education (1957).*

B.S., George Washington University, 1943; M.A., Columbia University, 1950.

STANLEY WALDEMAR SELANDER

*Professor of Military Science (1965).*

U. S. Army Command and General Staff College; B.G.E., University of Omaha, 1964; Lieutenant Colonel, Infantry, U. S. Army.

CHARLES COLEMAN SELLERS

*Librarian with Rank of Professor, Historian of the College (1949).*

B.A., Haverford College, 1925; M.A., Harvard University, 1926; Litt.D., Temple University, 1957.

GEORGE SHUMAN, JR.

*Financial Vice-President and Treasurer*

Ph.B., Dickinson College, 1937; LL.D., Lycoming College, 1958.

\*RICHARD MAE SIA

*Professor of Physics (1954).*

B.S., Northwestern University, 1928; M.S., University of Chicago, 1932.

JOSEPH ALOYSIUS SKOK

*Assistant Professor of Education (1964).*

B.S., Lock Haven State College, 1955; M.Ed., Pennsylvania State University, 1959.

\*\*WILLIAM SLOANE

*Martha Porter Sellers Professor of English (1946).*

A.B., Hamilton College, 1932; M.A., Columbia University, 1933; Ph.D., 1947.

RALPH L. SLOTTEN

*Assistant Professor of Religion (1966).*

B.A., Drake University, 1948; B.D., Drake Divinity School, 1951; M.A., University of Chicago, 1958; Ph.D., 1966.

\**Sabbatical Leave, Spring Semester, 1966-1967*

\*\**Sabbatical Leave, 1965-1966*



OKEY L. SMITH

*Assistant Instructor, Reserve Officer Training Corps Unit (1966).*  
Specialist, 5th Class, U. S. Army.

SANFORD JEROME SMOLLER

*Instructor in English (1964).*

B.A., University of California, Los Angeles, 1962; M.A., Columbia University, 1964.

RICHARD SOKOLOWSKI

*Assistant Professor of French (1966).*

Polonistyka Degree (A.B.), University of Warsaw, 1957; Certificates from University of Paris in Sorbonne, 1959, 1961, 1962.

AVRON JOEL SOYER

*Instructor in Sociology (1965).*

B.A., Bard College, 1960; M.A., Cornell University, 1965.

WILLIAM HERBERT SPAIN, JR.

*Assistant Professor of Military Science (1964).*

B.S., Pennsylvania Military College, 1960; M.Ed., Shippensburg State College, 1966; Captain, Chemical Corps, U. S. Army.

GORDON ALBERT STEGINK

*Instructor in Mathematics (1965).*

A.B., Hope College, 1961; A.M., Washington University, 1965.

ADRIAN L. STEINBERG

*Instructor in Spanish (1966).*

B.A., Rutgers University, 1963; M.A., Temple University, 1966.

\*CORDELIA WESTERVELT SWINTON

*Library Staff with Rank of Instructor (1963).*

B.A., Lake Erie College, 1961; M.L.S., Graduate Library School, University of Pittsburgh, 1963.

WILLIAM W. VIRGIN, JR.

*Associate Professor of Geology, Chairman of the Department of Geology (1957).*

B.A., University of New Hampshire, 1952; M.S., Lehigh University, 1955; Ph.D., 1964.

IVO VUKCEVICH

*Assistant Professor of Political Science, Coordinator of Russian and East European Area Studies (1964).*

B.A., City College of New York, 1958; M.A., New York University, 1962.

\*Until June 30, 1966

RICHARD HENRY WANNER

*Associate Professor of Psychology (1946; 1961).*

A.B., Franklin and Marshall College, 1939; Ed.M., Harvard University, 1940.

FRANCIS WAYLAND WARLOW

*Professor of English (1947).*

A.B., Johns Hopkins University, 1931; M.A., University of Pennsylvania, 1946; Ph.D., 1959.

LARRY JOHN WARNER

*Instructor in Political Science (1965).*

A.B., Whittier College, 1962; M.A., Princeton University, 1964.

†JOSEPH REED WASHINGTON, JR.

*College Chaplain, Assistant Professor of Religion (1963).*

A.B., University of Wisconsin, 1952; B.D., Andover Newton Theological School, 1957; Th.D., Boston University, 1961.

\*ROBERT STANLEY WHITEHOUSE

*Visiting Professor of Modern Languages (1963).*

Graduate, Western Kentucky State Teachers College, 1916; B.A., Birmingham-Southern College, 1925; M.A., University of Rochester, 1937.

\*CLARENCE OSCAR WILLIAMS

*Visiting Professor of Education, Assistant in Admissions (1961).*

B.S., Central Missouri State College, 1921; M.A., Teachers College, Columbia University, 1928; Ed.D., New York University, 1936.

GLENN E. WILLIAMS

*Assistant Instructor, Reserve Officer Training Corps Unit (1966).*

Sergeant Major, U. S. Army.

BARBARA STEVENS WISHMEYER

*Dean of Women (1959).*

B.A., University of Pennsylvania, 1955; M.S., Indiana University, 1957.

\*Until June 30, 1966

†Resigned, June 30, 1966

WILLIAM HOOD WISHMEYER

*Associate Professor of English (1957).*

B.A., Johns Hopkins University, 1948; M.A., 1949; Ph.D., University of Pennsylvania, 1957.

HENRY LINCOLN YEAGLEY

*The Joseph Priestley Professor of Natural Philosophy; Professor of Physics and Astronomy (1958).*

B.S., Pennsylvania State University, 1925; M.S., 1927; Ph.D. 1934.

\*HENRY JAMES YOUNG

*Associate Professor of History, Curator of Dickinsoniana (1957).*

A.B., Franklin and Marshall College, 1932; Ph.D., Johns Hopkins University, 1955.

KLAUS ZOBEL

*Visiting Assistant Professor of German (1966).*

Ph.D., University of Göttingen, 1960.

\*Sabbatical leave, 1965-1966

## STANDING COMMITTEES OF THE FACULTY

*The President and the Dean of the College are ex officio members of all committees except The Committee on Academic Freedom and Tenure. Terms expire on June 30 in the year indicated.*

### PERSONNEL COMMITTEE

1967—Professors Flaherty and Lockhart

1968—Professors Gates and Jeffries

1969—Professor Rogers

### POLICY COMMITTEE

At Large:                      Professors Wanner (1967), Angiolillo (1968), and Ferré (1969)

Standing Committees: Academic Program—Professors Bechtel (1968) and J. Benson (1967)

Student Affairs              —Professors B.A. Doebler (1967) and Washington\* (1968)

Admissions and Student Aid—Professor K. Laws (1967)

Academic Standards—Professor Houston (1967)

Administration:              President Rubendall, Deans James and Magill, and Professor Sellers

### ACADEMIC PROGRAM

1967—Professors J. Benson, J. Doebler, Kellogg, and Warlow

1968—Professors Biebel, Gordon, and Virgin

1969—Professors Allan and Bechtel

### STUDENT AFFAIRS

1967—Professors Allshouse and Martinez

1968—Professors Alexander and Smoller

1969—Professors B. A. Doebler and Washington\*

### ACADEMIC FREEDOM AND TENURE

1967—Professors Angiolillo and Houston

1968—Professors Gates, D. McDonald, and Jeffries

1969—Professors Flaherty and Lockhart

### ACADEMIC STANDARDS

1967—Professor Bowden

1968—Professors Booth and Houston

1969—Professor B. McDonald

### ADMISSIONS AND STUDENT AID

1968—Professors K. Laws and Nodder

1969—Professors Garrett and Young

\*Resigned, June 30, 1966

CONSULTANTS AND COOPERATING PRINCIPALS AND  
TEACHERS IN THE DICKINSON COLLEGE  
CHILD STUDY PROGRAM

COOPERATING PRINCIPALS,  
CARLISLE AREA JOINT SCHOOL SYSTEM

DAVID L. SWARTZ, M.Ed. *Superintendent of Schools, Carlisle*

RICHARD KNAPP, M.Ed.

EVERS A. SHANK, M.Ed.

ELMO L. MENTZER, M.A.

WARNER E. TOBIN, M.Ed.

JOHN M. REMALY, M.Ed.

ROBERT G. VAN ZANDT, M.Ed.

COOPERATING TEACHERS, CARLISLE ELEMENTARY SCHOOLS

MISS BLANCHE BATY, M.ED.

MRS. VELMA GEBHARD, B.S.

MISS CAROLE CROSBY, B.A.

MISS MARY HOY, B.A.

MRS. MARGARET ESPY, B.A.

MRS. JUDY KNUPP, B.S.

MRS. MARY FINNEY, B.S.

MRS. MARY JANE RUFF, B.S.

## STUDENT TEACHING LIAISON GROUP

DAVID L. SWARTZ, M.Ed., *Superintendent, Carlisle Schools*  
 MARK N. BURKHART, M.S., *Principal, Carlisle Senior H. S.*  
 HAROLD E. ECKERT, M.Ed., *Principal, Carlisle Intermediate H. S.*  
 R. ROGERS HERR, M.Ed., *Principal, Carlisle Junior H. S.*  
 A. B. McCARTER, M.Ed., *Supervising Principal, Big Spring Schools*  
 RAY C. FRY, M.Ed., *Principal, Big Spring Junior-Senior H. S.*  
 DONALD E. ENDERS, D.Ed., *Supervising Principal, Camp Hill Schools*  
 W. REED ERNST, M.Ed., *Principal, Camp Hill H. S.*

## COOPERATING TEACHERS

- |  |   |
|--|---|
| **ARTHUR W. BOLZE, <i>M.A.</i> (Social Studies)    | **MARGARET McADOO, <i>A.B.</i> (English)                  |
| **JAMES B. BOWERS, <i>A.B.</i> (English)           | MARY L. MERKLE, <i>M.Ed.</i> (Spanish)                    |
| *DONALD R. BREHM, <i>B.S.</i> (Biology)            | **CAROLINE NOLEN, <i>M.A.</i> (French, Latin)             |
| WARREN F. COOLIDGE, <i>M.A.</i> (Social Studies)   | *JOHN W. NORRIS, <i>A.B.</i> (Social Studies.)            |
| **WILLIAM L. EARP, <i>M.Ed.</i> (English)          | **FREDERIC J. OGDEN, <i>B.S.</i> (French, Social Studies) |
| *RAYMOND S. GABLER, <i>M.A.</i> (Social Studies)   | **MILDRED L. PLASTERER, <i>A.B.</i> (English)             |
| *RICHARD I. GOBIN, <i>B.S.</i> (General Science)   | *WILLIAM J. PORTER, <i>M.Ed.</i> (English)                |
| **LEWIS D. GOBRECHT, <i>M.Ed.</i> (Social Studies) | EDWIN P. PRETTYMAN, <i>D.Ed.</i> (English)                |
| ELEANOR C. HARRIS, <i>A.B.</i> (French)            | MARLIN L. ROOK, <i>B.S.</i> (Biology)                     |
| *JULIA G. JOHNS, <i>A.B.</i> (French)              | *LAWRENCE L. SHENK, <i>B.S.</i> (Social Studies)          |
| *FREDERICK A. KEGEL, <i>B.S.</i> (Mathematics)     | **MORRIS N. SHERK, <i>M.Ed.</i> (Social Studies)          |
| **DENNIS J. KELLERHER, <i>M.Ed.</i> (Mathematics)  | **ANNA MARY THOMAS, <i>A.B.</i> (French)                  |
| **WALTER J. KIRSCH, <i>M.Ed.</i> (English)         | RICHARD E. TROSTLE, <i>B.S.</i> (Biology)                 |
| GERTRUDE E. KLEMM, <i>A.B.</i> (German)            | **RUTH H. WALZ, <i>A.B.</i> (English)                     |
| *ANNA L. KRIMM, <i>M.A.</i> (English)              | **HELEN P. WARD, <i>A.B.</i> (English)                    |
| *EDWARD C. LEZZER, <i>M.Ed.</i> (Spanish)          | **RICHARD H. ZEIGLER, <i>A.B.</i> (Mathematics)           |
| **CHESTER A. LICKEL, <i>M.Ed.</i> (Biology)        | **RITA R. ZEIGLER, <i>B.S.</i> (English)                  |
| *JOSEPH M. MAINELLO, <i>M.Ed.</i> (Social Studies) |   |

\*1966-1967

\*\*1965-66, 1966-67

# OFFICERS OF ADMINISTRATION

1966-1967

## OFFICE OF THE PRESIDENT

Howard L. Rubendall, A.B., B.D., D.D., L.H.D., LL.D. *President*  
Arthur D. Platt, B.S., M.A. *Executive Assistant to the President*

## DIVISION OF ACADEMIC AFFAIRS

Samuel H. Magill, A.B., B.D., Ph.D. *Dean of the College*  
Richard H. Wanner, A.B., Ed.M. *Assistant Dean*  
John H. Light, B.S., M.S. *Registrar*  
Elizabeth L. McCullough, A.B., LL.B. *Assistant Registrar*  
Charles C. Sellers, B.A., M.A., Litt.D. *Librarian*  
Yates Forbis, B.S., M.A., M.S.L.S. *Deputy Librarian*  
Nancy Loughridge, A.B., M.A.L.S. *Head, Readers Services*  
Cordelia M. Neitz, B.S. *Catalogue Librarian*  
Nancy Parsly, B.A., M.S.L.S. *Assistant Catalogue Librarian*

## OFFICE OF ADMISSIONS AND STUDENT AID

David R. Jefferson, B.A., B.D. *Dean of Admission*  
Henry G. Witman, B.S., M.Ed. *Associate Dean and Director of Student Aid*  
Lance L. Lewis, A.B. *Assistant Dean*  
Patricia Van Allen, A.B. *Assistant to the Dean*

## DIVISION OF BUSINESS AFFAIRS

George Shuman, Jr., Ph.B., LL.D. *Financial Vice President and Treasurer*  
Donald W. Lindsey *Superintendent of Grounds and Buildings*  
Howard G. Baum, A.B. *Manager, College Store and Purchasing Officer*

## OFFICE OF THE CHAPLAIN

Lawrence Thomas Yeo, A.B., B.D. *Acting Chaplain*  
Jean Humason, A.B. *Assistant to the Chaplain*

DIVISION OF DEVELOPMENT AND PUBLIC RELATIONS

G. Richard Kuch, B.A., M.A., B.D.	<i>Campaign Director</i>
Kenneth J. Daponte, B.A., M.A.	<i>Assistant to the Campaign Director</i>
Roger L. Doran, B.A.	<i>Director, Information Services</i>
Roger H. Steck, B.A.	<i>Director, News Bureau</i>
Vincent J. Schafmeister, Jr., B.A.	<i>Alumni Secretary and Director of Placement</i>
Evan C. Frey, B.A.	<i>Director, Annual Giving</i>

DIVISION OF STUDENT AFFAIRS

Benjamin D. James, A.B., M.A., Ph.D.	<i>Dean of Students</i>
N. Ronald Pease, A.B., M.A.	<i>Dean of Men</i>
Barbara S. Wishmeyer, B.A., M.S.	<i>Dean of Women</i>
Stephen B. Coslett, B.S., M.A., Ph.D.	<i>Director of Counseling</i>
Jimmie A. Ferrell, A.B., M.S.	<i>Director, College Union</i>
David B. Eavenson, B.S.	<i>Director of Athletics</i>
Robert A. Fisher, M.D.	<i>Consulting Psychiatrist</i>
Edward S. Kronenberg, M.D.	<i>Senior College Physician</i>
Frank S. Bryan, M.D.	<i>College Physician</i>
H. Robert Gasull, Jr., M.D.	<i>College Physician</i>
William C. Taft, M.D.	<i>College Physician</i>
Luther M. Whitcomb, M.D.	<i>College Physician</i>
Esther M. Bushey, R.N.	<i>Director, Health Center</i>
Annette G. Wymond, R.N.	<i>Assistant Director, Health Center</i>
Singleton Sheaffer, Major (State Police, Ret.)	<i>Security Officer</i>

*Coaching Staff*

Edward Ashnault, *Head Basketball Coach; Head Baseball Coach*  
 Joseph DuCharme, *Head Cross Country and Track Coach*  
 David B. Eavenson, *Head Soccer and Swimming Coach*  
 Wilbur Gobrecht, *Head Football Coach; Head Lacrosse Coach; Basketball Coach*  
 Raphael S. Hays, *Head Tennis Coach*  
 Robert Marshall, *Head Wrestling Coach; Football Coach; Track Coach*  
 William Nickey, *Assistant Soccer Coach; Assistant Track Coach*  
 William Rickenbach, *Head Baseball Coach.*



STATISTICS  
1965-1966

ENROLLMENT BY CLASSES

	Men	Women	Total
SENIORS	167	103	270
JUNIORS	201	74	275
SOPHOMORES	266	133	399
FRESHMEN	267	138	405
UNCLASSIFIED	20	39	59
<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	921	487	1408

ENROLLMENT BY STATES AND NATIONS

Alaska . . . . .	1	New York . . . . .	152	Egypt . . . . .	1
California . . . . .	4	North Carolina . . . . .	3	El Salvador . . . . .	1
Connecticut . . . . .	67	Ohio . . . . .	10	England . . . . .	4
Delaware . . . . .	39	Oregon . . . . .	2	Ethiopia . . . . .	1
Florida . . . . .	4	Pennsylvania . . . . .	635	Greece . . . . .	1
Georgia . . . . .	4	Rhode Island . . . . .	9	Holland . . . . .	1
Hawaii . . . . .	1	Tennessee . . . . .	1	Iraq . . . . .	1
Illinois . . . . .	5	Vermont . . . . .	1	Lebanon . . . . .	1
Indiana . . . . .	3	Virginia . . . . .	32	Morocco . . . . .	2
Kansas . . . . .	1	Washington . . . . .	1	Mozambique . . . . .	1
Kentucky . . . . .	1	Washington, D. C. . . . .	14	Republic of China . . . . .	2
Maine . . . . .	2	West Virginia . . . . .	3	Rhodesia . . . . .	1
Maryland . . . . .	107	Wisconsin . . . . .	2	Somali Republic . . . . .	2
Massachusetts . . . . .	40	Belgium . . . . .	1	Sweden . . . . .	1
Michigan . . . . .	5	Bermuda . . . . .	1	Switzerland . . . . .	1
New Hampshire . . . . .	1	Columbia . . . . .	1	Uganda . . . . .	1
New Jersey . . . . .	232	Cyprus . . . . .	1		
				Total . . . . .	1408

# DEGREES CONFERRED BY THE COLLEGE

Commencement, June 6, 1965

## I. HONORIS CAUSA

Charles Wesley Ranson . . . . .	<i>Doctor of Sacred Theology</i>
John Martin Hoerner . . . . .	<i>Doctor of Science</i>
Mary Ames Raffensperger . . . . .	<i>Doctor of Science</i>
Robert Lee Jacobs . . . . .	<i>Doctor of Laws</i>
Nathan Marsh Pusey . . . . .	<i>Doctor of Laws</i>

## II. IN CURSU

### A.B.—Bachelor of Arts

William Lammey Aldred	Robert Howard Dickman	§Virginia Alice Hendler
*Linda Harvey Aldrich	*Victor Christian Diehm, Jr.	Alexander Lang Hendry, Jr.
Linda Sue Ashcraft	Alexandra Dimich	Sue Ellen Herley
*Richard Birge Baldauf, Jr.	Eric Irvin Dissinger	Neil Anthony Hermann
Robert McClellan Beagle	†Weston Gladding Donehower	Everett August Hewlett, Jr.
Henry Martin Bishop	Robert Palmer Duncan	Robert George Hipp
*Robert James Bolser	**Norman Farrell, Jr.	§Joseph Robert Hoffman
Michele John Bottinelli, II	Helmut Fleisch	§Richard Radcliffe Hoffman, Jr.
Ann H. Brenneman	*Muriel Friedman	Susan Gay Horner
Ralph Marvin Burnett, Jr.	Ronald Murray Friedman	Sally Ellen Howard
Paul Daniel Burtner	*Susan Cromwell Fullerton	James Banks Hudson
Larry Scott Butler	§Felicia Ann Gaskin	James Daniel Hutchinson
James H. Buzby	Mary Sawyer Gratiot	Carl H. Johnson, Jr.
James Kenneth Campbell, Jr.	**Carolyn Dardis Green	R. Thomas Johnson
†Josie Prescott Campbell	Lester LeRoy Greevy, Jr.	Alfred Jones, Jr.
Cynthia Jane Canfield (Jones)	Bettykay Griesemer	‡Blair Jones
James Howard Chalmers, Jr.	**David Alton Hall	*Douglas James Kersey
Richard Edwin Childs, Jr.	James Raymond Hallam	‡Edwina Challinor Kintner
John Hughes Chronister	Thomas Henry Hallam	Jonathan Edward Kintner
§Mary Eloise Coffman	Richard P. Hamilton, Jr.	**Byron Russell Koste
Jack Eli Cole, Jr.	Arthur W. Hankin	William Stewart Kreisher
Lee Russell Cordes	Thomas S. K. Hansell	*Lynda Sue Lacey
Norman Charles Coyle	Harold Joseph Harris, Jr.	Nicholas Meade Langhart
Forrest E. Craver, III	Trueman Lanham Haskell, Jr.	Leslie Dean Leong
Jonathan Moore Cross	Michael Paul Heavener	Barbara Fenn Leslie
Mary Martha Davey	‡Andrew Carlyle Hecker, Jr.	Donald Stewart Leslie
Karen Lila Davis	Garrett Lee Heishman, Jr.	Glenn Cox Limbaugh, Jr.

\*Graduated as of February 1, 1965  
†Graduated, Magna Cum Laude  
\*\*Graduated as of September 21, 1964  
§Graduated, Cum Laude  
‡Graduated, Summa Cum Laude

- ‡Charles Howard Lippy  
Cheryl Lynn Livingston  
William Coyle Lord  
Marcia Ann MacPherson  
\*\*\*Rodger Lee McAlister  
Patricia Gail McBrayer  
\*\*William Michael McCarty, Jr.  
David Dunfee McCullough, Jr.  
Thomas B. McCullough, Jr.  
\*William Nathan McDonald, III  
‡Joanne Harris McPherson  
Harry E. Mangle, Jr.  
Peter Warren Marshall  
J. Thomas Means  
Robert Alan Medaugh  
Robert Stokes Mettler  
§Patricia Ann Miller  
‡Beverly Sue Morey  
Robert Lee Mumper, Jr.  
Lawrence Frederick Neff  
Michael Anthony Nemeč  
John Hay Nichols  
Mary Lines Nolan  
§Carol Fay Nuetzman  
\*Linda Lee Pearsall  
§\*\*Gerald Joseph Petrucci  
Lawrence Walter Point  
\*\*Peter Morris Portmann  
Macy Potamkin  
Barbara Anne Proctor  
§Thomas Richard Rafalsky  
Lawrence Augustus Rand  
Carol Anne Raskopf  
Mary Irene Revell  
Charles Oran Robert, II  
Andrew Yelverton Rogers, Jr.  
Judy Rogers  
Michael Joseph Rohrbaugh  
Angelo George Romeo  
\*\*Elizabeth Jean Rose  
Priscilla Hood Ross  
\*\*Jerome Michael Sage, Jr.  
§Sarah Sansbury  
William P. Schaefer, III  
\*\*Christina Schmidt  
John Duncan Schultz, III  
Raymond Edward Scurfield  
‡Pamela Walker Searles  
John Bennett Sears  
Anne Whiting Selden  
Milton Joseph Shapiro  
Richard Erwin Shapiro  
§Susan J. Sheldon  
Charles Alvin Shukis  
Ida Jane D. F. Sia  
§Valerie Andrée Simmons  
Jay F. Smith, III  
§Ralph Ely Smith  
§Ann Smith Snyder  
Lawrence Edward Snyder  
Sara Kathryn Stegmeier  
Nancy Sher Steinbeck  
§Marc I. Stern  
\*\*Richard Parks Strobridge  
Kurt E. Suter  
Penelope Ann Taylor  
Frank W. Thackeray  
Gail Meredith Thornhill  
Arthur L. Tillman, III  
Anne S. Tindall  
‡Mary Ellen Troxler  
Charles D'Olier Ulmer  
Richard Drake Updike  
Bruce Graham Walker  
Paul E. Walker  
Margaret Kingman Wallace  
Shaubut Colet Walz, III  
Mae Louise Wambaugh  
Philip S. Warden  
Barry L. Warren  
Ernest Newton Way, III  
Joseph Henry Weldon, Jr.  
Lewis A. Wilson, III  
§Joyce Lynn Wise  
§Nancy Alice Witherell  
Shelley Woods  
§John Frederick Yeagley  
Emilie Marie Young  
\*\*Mary Ellen Young  
Barbara Ann Zimmer  
‡Joan Zurich  
Karen Elizabeth Zwart

## Sc.B.—Bachelor of Science

- Georgiann Alexis  
Karen Lee Almstead  
Dennis L. Barton  
\*\*Christopher Bruce Beemer  
MohammedTidjaniBoudjelkha  
James Roy Brinkley, Jr.  
‡R. Bruce Canright  
Gordon Alexander Cole  
Charles Robert Craig  
Nancy Jean Custer  
Donald Edwin DeLaney  
Frederick H. Etherington, Jr.  
\*Graduated as of February 1, 1965  
‡Graduated, Magna Cum Laude  
‡Gordon T. Faulkner  
Allan Hunter Frey  
John Tilton Friedrich  
‡Shu-Man Fu  
Harvey Jay Green  
\*\*Arthur Joel Greendlinger  
‡Judith R. Greenfield  
John Ryer Griswold  
Ronald Bruce Heisey  
Gilbert Burnet Henyon  
Richard Thomas Hostelley  
Cortlandt Van. D. Hubbard, Jr.  
\*\*Graduated as of September 21, 1964  
§Graduated, Cum Laude  
‡Linnea Darlene Imler  
Jesse Lee Judelle  
Helen Elaine Koran  
Michael Laupheimer  
Howard Parkfield Lewis  
Stephen Alexander Lorenz, III  
John Frederick McClland  
Joseph Peter Madden, Jr.  
Harry R. Marien  
George Edward Mark, III  
‡Robert Arnold Martin, Jr.  
\*\*Russel Hughes Miller, Jr.  
\*\*\*Graduated as of August 1, 1964

John Thomas Millington, Jr.  
Paul Charles Montgomery  
§Stephen Williams Moore  
Barry John Nace  
Maureen Diane Newton  
Frank L. Palmer, Jr.

Fred Alexander Pennington, Jr.  
Russel Grant Perkins, Jr.  
Robert Kuntz Reid  
\*\*Millard McAdoo Riggs, Jr.  
Robert Arthur Schambach  
James Campbell Sharf

Harry W. Snyder  
\*\*Barbara Ann Spengler  
David Lichtel Thomas  
David Wallace Waight  
James Pendleton Williams  
Ruby Lehman Zemo

III. HONORIS CAUSA  
Founder's Day, October 9, 1965

William Warren Scranton . . . . . *Doctor of Laws*

\*\*Graduated as of September 21, 1964      §Graduated, Cum Laude

# DEGREES CONFERRED BY THE COLLEGE

Commencement, June 5, 1966

## I. HONORIS CAUSA

Dwight Ellsworth Loder . . . . .	<i>Doctor of Sacred Theology</i>
Hugh Stott Taylor . . . . .	<i>Doctor of Science</i>
Katherine Brownell Oettinger . . . . .	<i>Doctor of Humane Letters</i>
Homer Cecil Holland . . . . .	<i>Doctor of Humane Letters</i>
Craig Ringwalt Thompson . . . . .	<i>Doctor of Literature</i>
Rolland Leroy Adams . . . . .	<i>Doctor of Laws</i>
John Stothoff Badeau . . . . .	<i>Doctor of Laws</i>

## II. IN CURSU

### A.B.—Bachelor of Arts

James Gerson Aaron	‡Patricia Anne Casserly	James Robert Freeman
C. Berkeley Adams	Donald Raymond Charles, Jr.	‡Joyce Elaine Gamble
Bernard Jacob Adler	*Romir Chatterjee	John McGee Glesk
§Anne Louise Albright	Samuel Winter Christine, III	Peter Steven Gold
*Eyca Martha Alexander	Peter Gill Cleaveland	*Bert S. Gowdy, Jr.
John A. Alogna	*Jane Wolcott Clyma	Pamela Carolyn Grafton
*William Anders Apgar	Nan Ellen Collie	Robert John Scott Griffith
Judith Ann Apperson	William C. Costopoulos	Marie Lillian Grote
Samuel Asbell	*George Paul Crawshaw	Elizabeth Louise Haak
Judith Anne Aux	John Christie Dann	David Albert Hall
**Karen June Barrowclough	Martha Farr Davis	John Frederick Hall
Barry W. Barto	Frances Wyatt Decker	John Phillip Hall
Mary Virginia Baumberger	Richard Earl DePetris	Jo-Anne Orent Halpern
*John Lawrence Bayley	Ronald Edward DePetris	Robert Andrew Hamilton
William E. Benner	John Pope Derrickson	David C. Hancock
**Robert Edward Bergman	§Alfred Rees Derwart	Woodruff Hand, Jr.
§Kenneth A. Bergstresser, Jr.	‡Doris Elaine Detweiler	Stephen Hankin
John Anthony Bierly	William Harrison Dodd, Jr.	Kathryne Crumb Hansell
§Ella Sue Bone	*Ronald Edward Doernbach	Joann Ellen Hansen
Kathryn Jo Porch Brier	Ruth Ann Dorfler	John Stewart Harrison, Jr.
*Joan Brownell	*William Daniel Drake, Jr.	Walter Gordon Hawkins
Allison Anne Browning	Carol Sue Dry	Thomas Robert Hepler, Jr.
John Harold Brubaker, III	Robert John Eby	**Kathleen Carol Hershey
Carolyn Frances Bryant	James Alan Ebris	William Tuthill Hewlett
Ronald Scott Buist	John Brooke Edwards	Carol Ann Heym
Lillian Carol Butler	Paul James Epstein	Daniel Washington Hiester, Jr.
**Sara Dabney Carr	John Lodge Euler	Virginia Turner Hodge
Leonard Michael Carrescia	Michael Brooke Fisher	Marlin Eugene Hofman
James A. Cassel	Irwin Zorach Forbes	Robert George Holston
*Graduated as of September 20, 1965	**Graduated as of February 7, 1966	§Graduated, Cum Laude
‡Graduated, Magna Cum Laude		

- Eugene Charles Homan
- George Holmes Honadle
- Gay Milius Hopkins
- Kenneth Campbell Hopkins
- §Ann Elizabeth Horlacher
- Shirley Reiff Howarth
- Judith McD. Icenhower
- \*\*John Rogers Jackson
- Jay J. Jacobs
- ‡Susan Helen Jagiello
- Anne Darrohn Jillson
- ‡Susan Johnson
- Ernest Edward Jones
- Richard Fulton Jones
- §\*\*Beatrix Lee Junk
- §Patricia Ann Kalisz
- Pamela Elizabeth Kangas
- \*Barry J. Kefauver
- William C. Kellie
- Su Carroll Kenderdine
- John M. Kennedy
- Dean James Kilpatrick
- Alan Mark Klatsky
- F. James Knittle, Jr.
- Lester Allan Krasno
- \*Elke Kreutz
- David Joseph Krystel
- Cynthia Mary Kuser
- Edward Fay Lamson
- Elisabeth Rachel Lane
- C. Mark Lauer
- Barbara Ames Layne
- John Robert Lerch
- Richard Andrew Levie
- Eleanor Ralston Lindsey
- Mary Jane Long
- §\*\*Sally A. Lutz
- Nancy Dee McAneny
- Deirdre Ann Carol McCuen
- Bonnie Jane McCulloch
- Philip Peter McGarvey
- David Elia Manogian
- Peggy Fleisher Margolies
- Donald Carlton Master
- W. Thomas Mecouch
- \*Graduated as of September 20, 1965
- ‡Graduated, Magna Cum Laude

- Gene Elizabeth Menzie
- Ronald Ernest Metenyi
- Edith Chadwick Miller
- Robin Patricia Miller
- Thomas Gillan Miller
- Tim I. Minnich
- Robert Taylor Montague, Jr.
- Anthony Brock Morris
- Richard Edward Morris
- Sandra Lee Morrison
- ‡\*\*Faith Ann Morse
- ‡Mark Robert Moskowitz
- Israel Leo Motiuk
- Carol Keen Mowery
- \*Lynda Ann Mowitt
- Peter Charles Muller
- \*Mary Patricia Murphy
- Judith Ann Myers
- Melinda Carol Myers
- Mary Louise Nelson
- ‡Barbara J. Norcross
- Ronald A. O'Brien
- Lewis D. Oppenheimer
- ‡Robert Theo Oskam
- Barbara Theresa Ostrowski
- ‡Shirley Elizabeth Otis
- James Thomas Owens
- John Andrew Oyler
- \*\*Elizabeth Parker
- \*\*Patricia Ann Parker
- \*Charles Alan Pass
- §Robert Jon Paugh
- Ronald Blair Perry
- David Catlin Pierce
- Susan Cornelia Pierson
- \*Mary Ann Pinsky
- Roberta Anne Post
- \*\*Andrea Jeanne Prell
- David S. Putnam
- Alan Raymond Quinn
- \*Kathryn Cornelia Rader
- §Caroline G. Rago
- John Andrews Regelman
- John Frederick Rhody
- John Thomas Richards
- \*\*Graduated as of February 7, 1966
- §Graduated, Cum Laude

- ‡David Richman
- John William Ritchie
- Paul Anthony Robell
- \*\*Judith Elder Rogers
- Joel I. Rome
- §Norman Calvin Rothman
- ‡Patricia Sue Salisbury
- Jeffrey Remund Sandmann
- Carol Lewis Sauvage
- ‡Cynthia Ann Schuler
- Ralph William Sharer
- Jeffrey Steven Shaw
- Joanne Ellen Sherman
- Donald Hannan Smith
- Judith Anne Smith
- Annalee Maria Smyth
- §Daniel John Snyder, III
- James N. Snyder
- \*\*James Dawson South, II
- §Serita Spadoni
- ‡Carol Lee Stamatis
- Peter Gaylord Stanley
- Sally J. Stevenson
- Allen Howard Stix
- Richard Samuel Stolker
- Warren Eugene Strite, Jr.
- \*Margaret Fay Strong
- Jeri Eugene Stumpf
- \*Diane Voneida Sullivan
- John Milton Tassie, Jr.
- Reginald Keith Templeton, Jr.
- Anne H. Thomas
- George E. Thomas
- \*John William Thomas
- §Susan Jane Thompson
- ‡Ronald Barry Tischler
- ‡W. Thomas Tither, Jr.
- James Clarke Todd
- Judith Ann Twigg
- Patricia Van Allen
- Lawrence Richard Velte
- Christofer Ashton Volz
- ‡Elizabeth Antoinette Wagner
- Gail H. Watt
- Richard David Weigel
- ‡Graduated, Summa Cum Laude

Eleanor Foote Weinel  
 Jeffrey Roy Wendell  
 Molly Ellen Werkheiser  
 \*William Lawrence Widmyer  
 George Wesley Williams, II

§Nancy Wilson  
 John Robert Winfield  
 Julian Dallas Winslow, Jr.  
 \*John Muncy Winston

\*\*Richard George Wolf, Jr.  
 \*\*Janet Sue Wolfe  
 Gretchen Lynn Wolff  
 Joel Ramsdell Wolfrom

### Sc.B.—Bachelor of Science

\*John Christian Arndt, IV  
 †Carolyn Jane Asher  
 \*George Loban Baker  
 John Stuart Bolan  
 Billie Louise Brenn  
 Katherine Wyman Broberg  
 §Barbara Joan Byrd  
 Kay Cadwallader  
 Joan Louise Davis  
 \*\*John Jacob DeTuerk, Jr.  
 Charles Kenneth Detwiler, Jr.  
 Frank James Dodson  
 Karen Dee Dorion  
 \*\*Charles A. Fitzpatrick  
 Philip J. Fogli  
 Carol Anne Frey

Bradley Bowers Geist  
 Stanley Ralph Goldman  
 Bertram Lee Johnson, Jr.  
 §Cheryl Suzanne Kachelreiss  
 Kenneth George Kasses  
 Nicholas Joseph Kempf, III  
 Robert Floyd King  
 Paul Alfred Kuehner  
 Henry Allen Lewis  
 Patricia Suzanne Long  
 Alan Barry Lottner  
 Margaret Smith McFadden  
 Elizabeth Tate McNeal  
 Roberta Sue Matthews  
 Robert G. Meltzer  
 David Frank Micci

§Harris Paul Miller  
 Donald Foster Neidig  
 \*Joseph Harper Newby  
 Thomas Deason Newby  
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# DIRECTIONS FOR CORRESPONDENCE

## GENERAL COLLEGE POLICY

HOWARD L. RUBENDALL, *The President of the College*

## ACADEMIC INFORMATION

SAMUEL H. MAGILL, *Dean of the College*

## ADMISSION, SCHOLARSHIPS, AND CATALOGUES

DAVID R. JEFFERSON, *Dean of Admission*

## FINANCIAL INFORMATION, GIFTS, AND BEQUESTS

GEORGE SHUMAN, JR., *Financial Vice-President*

## GENERAL INFORMATION

ARTHUR D. PLATT, *Executive Assistant to the President*

## RECORDS AND TRANSCRIPTS

JOHN H. LIGHT, *Registrar*

## STUDENT AFFAIRS

BENJAMIN D. JAMES, *Dean of Students*

## SUMMER SCHOOL

RICHARD H. WANNER, *Director*

